

REVIEW

OF THE

PROGRESS OF EDUCATION IN THE MYSORE STATE

DURING THE PERIOD

1922-23 to 1931-32

CHAPTER I.

INTRODUCTORY.

THIS review is the third of its kind and deals with the progress of education in the State during the decennium from 1st July 1922 to 30th June 1932. The two preceding reports covered a period of progress extending from 1910-11 to 1915-16, and from 1916-17 to 1921-22, respectively, while the first report contained, in addition, a brief account of the development of educational organisation in the State from the earliest times to the beginning of the year 1910-11.

The arrangement of matter in this review will, in the main, follow the general plan, adopted in the previous review. For purposes of comparison, the decennium will be divided into two quinquenniums and wherever necessary, comparisons will be made with facts and figures of preceding quinquennial periods with a view to measure the extent of progress.

1. EDUCATION MEMORANDUM.

To resume the thread of the narrative of the progress of education in the State, from where it should have ended at the close of the year 1921-22, it would be necessary to go back to the year 1921, in which year Government passed orders on the 'Memorandum on Education in Mysore,' which are of fundamental importance in the history of education in the State. The circumstances leading up to these orders stretch as far back as pre-rendition days, while their effect has influenced all the subsequent developments made during the period of review.

The progress of education in Mysore and the policy adopted from time to time may be conveniently reviewed with reference to four distinct periods in the past. In the pre-rendition days the foundations of the present system of education were laid by the "Devereux Scheme" which led to the establishment of a Central College, four Anglo-Vernacular Schools, and 80 Vernacular Schools at Taluk headquarters, all in urban areas. Mr. Rice's Scheme of 1868, under which 345 Hobli Schools were started in all Hobli headquarters, marked the next stage of development and aimed at bringing education within easier reach of the masses in rural areas, so that from the very beginning of State activity in Education, the expansion of Primary Education has aimed at meeting the needs of both urban and rural parts of the country.

These developments were, after rendition, followed by a vigorous policy of proportionate expansion in all grades of education, the aim of which, as explained by Sir K. Seshadri Iyer in his speech before the Representative Assembly in the year 1886, was "to maintain unimpaired and in thorough efficiency all the means of Elementary and Secondary Education, and to bring them within the reach of all classes, both by direct agency and by assisting private efforts." This policy which constitutes the third stage, continued till the close of the year 1912, in which year,

there were 2,137 Primary Schools—1,754 Government and 883 Aided Schools—with a strength of 78,916 pupils, which, when compared with the total number of pupils of school-going age, gave a percentage of only about 13·5.

When it was seen that this policy did not permit of rapid progress, in the fourth stage, a new grant-in-aid scheme of Village Aided Schools was inaugurated in 1914, the residents of the villages where such schools were started, being expected to supplement the Government grant with contributions either in kind or money so that the total emoluments of the teachers might not be less than Rs. 10 a month. The scheme, depending as it did, on local demand, local efforts, and co-operation, succeeded eminently in stimulating the demand for such schools in rural areas, so that their number rose from 383 schools with 13,178 scholars in 1911-12 to 6,991 schools with 1,34,005 pupils in 1918-19. But from this year, there was a steady decline in both the number of schools and scholars, so that a large number of schools, which had hopelessly deteriorated, had to be closed.

The situation called for suitable measures to be adopted immediately, which would consolidate the progress made so far and place future expansion on a firm basis. With a view to enable Government to deal with the whole subject in a comprehensive manner, the Inspector-General of Education was requested to submit a report regarding the standardization of the requirements of the Department. The exhaustive report submitted by Mr. C. R. Reddy dealt with various questions, which vitally concerned the general educational policy of the State, brought out in relief the defects of the existing system and dealt fully with the need for evolving a single type of Middle Schools to suit the conditions of urban and rural life, for the introduction of the poly-technic type of schools, for the remodelling of Women's Education and for securing greater correlation in the entire system.

The proposals of the Inspector-General were embodied in the Memorandum on Education published by Government on 5th August 1919, and all bodies and persons interested in the adoption of a sound educational policy for the future, were required to examine the proposals and offer their criticisms and opinions, within a period of three months from the date of publication.

After a careful consideration of these views and criticisms, Government in their Order No. 11180-250—Edn. 498-20-1, dated 25th May 1921, issued a comprehensive resolution, dealing with the numerous educational problems involved and indicating the general lines of future development in the grades of education. While the educational measures during the preceding years had aimed at creating a growing demand for education and securing an increase in the number of schools and scholars, the resolution aimed at attention being devoted mainly towards effecting improvement in the organization of schools, increasing their efficiency and adopting measures towards the qualitative improvement of education. The resolution covered a wide field, comprising as it did among others—(1) the provision of facilities on an adequate scale for placing education within the reach of all the people in the State, (2) educational finance, (3) delegation of greater responsibilities both financial and executive with regard to education to local bodies, (4) the medium of instruction, (5) the remodelling of Women's Education, (6) the revision of the entire Scheme of Industrial Education, (7) the provision of an adequate number of Training Schools, and (8) the extension of the principles of free education. The extent to which these reforms were introduced during the period of review and their results will be dealt under appropriate heads in subsequent chapters.

These preliminary remarks will show how the period of review is inter-related with the previous quinquennium and how the developments of this period are a logical consequence of the policies enunciated in the previous period.

The period under review is remarkable for the progress achieved in different grades of education in the State inclusive of the Colleges under the control of the University. In the Department, the orders of Government in respect of various educational developments adumbrated in the Education Memorandum were, more or less, fully worked out. There was considerable extension and improvement in Primary Education arising out of sanctions from the Education Cess realisations in all the districts, supplemented by State grants. The control of Primary Education was transferred to local authorities with a view to bringing about a large extension of Primary Education in the near future, to be followed by universal compulsory free education in schools of the Elementary grade. Increased facilities were provided for Secondary Education, which was also brought into line to a considerable extent with the practical needs of the modern life by the inclusion among subjects of study

of a variety of practical and vocational subjects. Additional facilities were created for the development of Women's Education by opening a Central Training Institute for the training of teachers at Mysore, and a Girls' High School at Tumkur and by instituting a scheme of scholarships by way of encouraging them to qualify themselves in sewing. The Education of Backward Classes received its due attention and encouragement; while exceptional facilities in the shape of scholarships, free boarding homes, free supply of books, slates and clothes and exemption from the payment of school and examination fees were offered for the education of the Depressed Classes. A re-organization of the Higher Inspectorate was sanctioned with a view to secure greater efficiency of administration and unity of control in the districts, after experimenting for three years with a system of separate Inspectors for different grades of education.

The developments effected by the University in its courses were of no less magnitude and importance, and will be dealt with at length in the Chapter on University Education. To mention a few of them here, the Entrance course of one year was replaced by a two years' course in Intermediate Colleges under the University and to compensate for this extra year, the B. A. Course was reduced from three to two years. Several new degrees such as the B. T., M. A., in Kannada, the M. A., and M. Sc. Courses in Mathematics, were all instituted with a view to meeting long-felt wants in University Courses.

Before proceeding with a detailed narration of educational progress achieved during this decennium, it may be useful to record here the most outstanding events of the period under review.

(a) SILVER JUBILEE OF HIS HIGHNESS THE MAHARAJA OF MYSORE.

An event of special significance in the history of the State which occurred during the period of review was the celebration in August 1927 of the Silver Jubilee of the reign of His Highness the Maharaja. This happy event was celebrated with unbounded enthusiasm and loyal demonstrations in all departmental institutions in the State and has, in many cases, been commemorated by gifts of school buildings, by planting trees in school compounds and by the institution of "Poor Boys' Funds," scholarships and prizes, and of shields and cups to encourage sports' competitions.

Arrangements were also made in all the Colleges and Institutions under the University to celebrate the event in a befitting manner and the Jubilee was celebrated with great rejoicings and sentiments of profound loyalty towards His Highness the Maharaja, the Chancellor of the University. On the day of this auspicious occasion, *Rajatantra Pravina* Sir Brajendranath Seal, Vice-Chancellor, laid the Foundation Stone of the New Intermediate College Building at Mysore. In commemoration of the event, three endowments were specially offered to the University, one for the institution of the Jubilee Lectureship, the second for the award of a gold medal for the best Kannada Poem, and the third for a prize for a woman student of the University, who passed the B. A. Examination from the Maharani's College, taking highest marks in Sanskrit as an optional subject.

Over four lakhs of rupees were collected in this connection, out of which nearly a lakh was allotted for expenditure on objects of local utility and the balance of about three lakhs and forty thousand has been decided to be utilised for an All-State Memorial in the form of a Technological Institute, the establishment of which may not only be the means of providing a continuation course to the vocational instruction now imparted in the Secondary Schools of the State, but also afford a possible solution to the question of unemployment of the educated classes.

(b) EDUCATIONAL SURVEY OF 1922-23.

As contemplated in para 4 of Government Orders on the Education Memorandum, an education survey was undertaken by the Education Department in the year 1922 and conducted simultaneously in all parts of the State, with the help of the Revenue Department. The statistics collected were compiled with special reference to Aided Primary Schools, which afforded the major part of educational facilities in rural areas, with a view to preparing a programme of conversion of such schools into Government institutions, and of their redistribution, if found necessary.

The Survey disclosed—(1) that the number of Aided Schools was rapidly decreasing due to want of qualified teachers and of an adequate inspectorate to scrutinise their working, and the absence of statutory organizations in villages responsible for keeping up their voluntary contributions to supplement the Government salary grant, which varied from Rs. 5 to Rs. 7 per mensem according to the qualification of teachers, (2) that there were 953 villages, each with a population of over 500, having no educational facilities, and (3) that the existing schools were more or less evenly distributed so far as their location was concerned.

The Survey emphasised the necessity for vigorous efforts for the expansion of Primary Education and for immediate steps to be taken to prevent further decrease in the number of aided Primary Schools. The cost of converting all the aided schools, four-fifths of which had no suitable buildings, and of providing fresh schools in populous villages with no educational facilities was so prohibitive, that pending conversion of all deserving aided schools and opening of fresh schools under cess schemes beginning to operate in the districts, a sum of Rs. 50,000 was provided in the budget of 1923-24, to increase the grants at a uniform rate of Rs. 2 and thereby temporarily prevent the yearly falling off of aided schools. It was laid down as a principle that all aided schools, working for a period of over five years and having a minimum strength of 25 pupils and a building of their own, should be converted in the first instance.

(c) EDUCATIONAL SURVEY OF 1927-28.

With a view to taking stock of the progress made in educational development prior to 1927, before framing a further comprehensive programme of expansion, to meet not only the insistent demand of the people including the educationally backward classes for further educational facilities, but also the varied and actual needs of different communities and localities, Government in their Order No. E. 4564-77—Edn. 191-24-8, dated 23rd February 1927, were pleased to sanction, on the recommendation of the Director of Public Instruction, a survey being undertaken in the two districts of Bangalore and Kadur, representing respectively the maidan and the malnad areas in the State.

As the result of this intensive survey, which included within its scope social and economic factors affecting education, the following facts among others connected mainly with Primary Education in the areas of survey, namely, Bangalore City, Bangalore District, and Kadur District, were brought to light:—

(1) In the Survey areas taken in the above order of mention, the percentages of boys at school to the total male population were 9·1, 6·0, and 5·7, respectively, while those of girls to the total female population were 6·5, 1·9, and 1·7.

(2) Out of those dropping off after passing out of the IV year Primary class, 40 per cent lapsed into illiteracy in about five years after leaving the school.

(3) Seventy per cent of the males and twenty per cent of the females in rural parts reverted to land after schooling.

(4) The Muslim community had a higher percentage of boys and girls reading in Primary Schools, the percentages being 12·9 and 13·7; 14·2 and 9·3; and 11·8 and 7·9, respectively.

(5) The Depressed Class group had the lowest percentage as compared with other groups, the percentages of boys and girls to the respective population being 6·2 and 1·6; 2·1 and 0·3; and 1·4 and 0·4.

One of the many conclusions derivable from the survey was that a far less number of schools with one teacher for a class would be much more effective in the campaign against illiteracy than the existing large number of single-teacher schools. A recommendation was hence made to eliminate single-teacher schools by a process of consolidation and a scheme of Central and Branch schools was practically worked out in respect of Nelamangala Taluk. In working out the scheme, natural disadvantages were fully considered and the villages were so grouped that each Central School was calculated to serve the needs of a population ranging from 1,000 to 2,000, and was centrally situated in respect of villages in the group, the greatest distance in no case exceeding a mile and a half.

The scheme showed the possibility of adopting all over the State a policy of consolidation and concentration, which would prevent an indefinite multiplication of single-teacher schools with four classes and create instead more efficient Central Schools which would serve the needs of all communities. It may be added that the difficulty of long distances does not arise, since the mean distance between villages for the State as a whole is only 1·4 miles, as calculated at the Census of 1931.

(d) THE MYSORE ELEMENTARY EDUCATION REGULATION OF 1930.

While the fact, that wide expansion and well-ordered improvement of Primary Education is essential for the progress and welfare of any State, has long been recognised, efforts to secure such expansion, in previous years were rather very slow, obviously due to the reason that Government which was mainly responsible so far for financing and executing schemes of expansion could not, with its limited and inelastic resources, meet the large sums necessary for the purpose. It was also clear that such progress could not be made unless local bodies came in for a share in the expenditure, undertook the control of Primary Education as an obligation, and made it efficient and effective according to local opinion and needs.

Prior to the passing of the Regulation, there were certain difficulties and defects in the expansion and control of Primary Education, the removal of which was aimed at by the Regulation. There was an insistent cry all over the State and in popular Assemblies for further expansion of Primary Education, which could only be met to a limited extent by the efforts of Government and Local Boards. Though the entire village population paid an Education Cess, many of the populous villages had either an aided school or no school at all while some of them and all Municipalities had Government Schools. Local Boards, contributing funds towards the cost of Primary Education from education cess collections, had no direct or effective voice in the control of Primary Schools in their respective areas, while all the Municipal Councils except that of Bangalore City, were not adequately contributing towards the cost of Primary Education. Lastly, the Elementary Education Act of 1913, which intended the introduction of compulsory attendance with a view to reach the goal of Universal Primary Education had failed in its object, since it did not fix any responsibility on local bodies to share in the cost of such compulsion, and the comparatively backward rural areas did not come within its purview. Hence, the present Regulation was passed, to remove the above defects and to provide for the progressive expansion of Primary Education in the State with a view to reaching within a reasonable period the goal of universal Elementary Education.

The Regulation has brought about a radical change in the control of Primary Education which is now vested in Local Bodies since 1st July 1931 and in pursuance of it, each District Board and four of the Major Municipalities exercise control over Primary Education in their respective areas. In each Local Education Area, there is a statutory School Board responsible for the actual administration and management of all Local Board Schools, while the Local Education Authority is responsible for all matters connected with educational policy and finance.

The Regulation provides for certain safeguards to ensure the development of such a national concern as Primary Education on right lines. Every Local Education Authority is required to conform to standards to be fixed by Government from time to time in the matter of teaching, equipment, etc., and for non-compliance with departmental requirements shall be liable to forfeit, either wholly or in part, Government contribution in respect of the educational institutions, wherein such requirements are not complied with. Specific rules have been issued subsidiary to the Regulation to regulate the conduct of business, to define the powers and duties of the Local Education Authorities and of School Boards, and to provide for an effective supervision of the work of the Local Education Authorities by the Department and the Government. Thus the devolution of powers to the Local Education Authorities in the State is not an unconditional surrender as in some provinces of British India where, according to the Report of the Simon Commission, it has "tied the hands of Ministerial Departments, and, however much they may now realise the necessity of wise reform and true economy, they find themselves deprived of that effective power of supervision, direction, and ultimate control, which, even in countries where self-government by local bodies is most highly developed, is regarded as essential."

(e) CONFERENCES.

The period under review was marked by a series of Conferences, all held in Bangalore, to take stock of progress achieved from time to time and to discuss questions of general educational importance or of specific educational subjects such as Primary Education, Education of the Muslims, etc. In November 1922, a Conference of Departmental Officers and representatives of Aided Agencies engaged in Education and presided over by the Dewan, Mr. A. R. Banerji, was held to review

educational progress in the State from the year 1915 onwards and to discuss such of the questions dealt with in the Education Memorandum as required further elucidation. A Conference of Inspecting Officers was held in September 1923 and a Conference of Head Masters and Head Mistresses of High Schools in January 1924, both of which had the Inspector-General of Education as President. Several important questions relating to the remodelling of schools, revision and further devolution of powers to Inspecting Officers, and the organization, equipment and administration of High Schools were discussed. A Conference of Educational Inspecting Officers was held on 6th September 1926, and was presided over by the Inspector-General of Education. The Dewan was pleased to attend the Conference on the second day and the Second Member of Council on the third day. Many vital questions affecting the organization, inspection, and consolidation of Middle and Primary Schools were discussed at the Conference and action was taken as far as possible on the resolutions passed regarding each topic. A Conference of the Mysore Educational Officers and the other gentlemen interested in Education was held at the Daly Memorial Hall in May 1930, the object of the Conference being to review the progress of education since September 1926 and to examine also the defects and shortcomings in respect of general administration, that had come to light in the years subsequent to the re-organization of the Higher Inspectorate. The Conference was opened by Sir Mirza M. Ismail, the Dewan of Mysore, and its proceedings, during its three days of sitting, were conducted by the Director of Public Instruction. The Conference freely discussed a wide range of subjects which included, among others, questions relating to—(1) General administration of schools and offices, (2) Exemption from the operation of rules of the Central Recruitment Board in appointing teachers in malnad areas, (3) Syllabuses and courses of study, (4) Decentralisation of powers to District Educational Officers and Assistant Inspectors of Education, (5) Modifications in the existing Travelling Allowance Rules, (6) Changes to be introduced into Text-books, (7) Medical Inspection of Schools and Education of Special Communities, and (8) Training of Teachers. Orders have been passed by the Government on several of the conclusions arrived at in the Conference.

A Mahomedan Educational Conference presided over by Mr. A. R. Banerji, Dewan of Mysore, and attended both by Educational and other officers and non-official gentlemen was held in April 1922, and was followed up by subsequent meetings for three more days under the presidency of the Inspector-General of Education. As a result of their deliberations, a Mahomedan Education Advisory Committee, consisting of officials and non-officials was constituted for advising the Director of Public Instruction on general questions relating to the advancement of Mahomedan Education in the State. Some of the other results of the Conference were (1) the institution of a separate Mahomedan Scholarship Fund, to be administered by the Director of Public Instruction and a select committee, (2) revision of the scales of payment for carts and conductresses, (3) the grant of a conveyance allowance of Rs. 7 for nine months in the year to each of the Mahomedan girls, attending High School classes and too poor to provide a conveyance for themselves, and (4) the re-organisation of the Zenana Normal School, Mysore, into a Boarding School for Mahomedan girls, with a Middle section attached for their general English education and a Training section of the Lower Secondary Grade, for purposes of professional training.

2. EFFECT OF WAR ON EDUCATIONAL DEVELOPMENT.

Since the Great War, there have been great upheavals in every country and "Educational systems all over the world are being weighed to-day, not only in the academical but also in the financial balance and found wanting." Old ideals have been modified and large changes are proposed both in the objectives of education as well as in its methods. Great constitutional changes are in the making and people are eagerly looking forward to an early assumption of the full responsibilities of self-government. Political reforms of the magnitude anticipated must necessarily have a far-reaching influence on national institutions and outlook. It is in education more than in any other sphere of national activities, that an early readjustment of the present system to suit the needs of the new order of things has become imperative to meet the requirements of the present-day social, economic, and political problems.

The War has also resulted in a general economic depression of an unprecedented nature, which has not only blocked the path of necessary educational expansion and changes, but also made drastic retrenchment the order of the day. Owing to financial stringency, the Government have been obliged to resort to retrenchments in all Departments of the State, including the Department of Public Instruction. These Economies have unfortunately taken place at a time when large funds are needed to encourage specially urgent reforms in Primary and Secondary grades of Education. It may be stated, however, that Government are fully aware of these problems and are getting schemes worked up for ready consideration and adoption as soon as financial conditions improve.

CHAPTER II.

GENERAL STATISTICS OF PROGRESS.

1. INSTITUTION BY MANAGEMENT.

THE number of institutions by management, both public and private, in the several years of the period of review is given below:—

Year	Public Institutions				Private Institutions	Total
	Government	Municipal and Local Board	Aided	Unaided		
1921-22	3,168	21	4,462	16	938	8,605
1922-23	3,445	25	4,355	18	953	8,796
1923-24	3,860	41	4,073	21	1,093	9,084
1924-25	4,286	42	2,532	16	1,131	8,007
1925-26	4,357	85	2,425	26	1,173	8,066
1926-27	4,901	86	2,100	3	1,122	8,212
1927-28	4,953	102	2,004	1	1,122	8,182
1928-29	5,176	106	1,826	6	1,122	8,236
1929-30	5,489	155	1,552	6	1,156	8,358
1930-31	5,345	94	1,644	8	1,324	8,315
1931-32	371	4,892	1,426	9	1,216	7,914

Public Institutions include schools managed by the Education Department, by Local Bodies and by Private Managements receiving grants-in-aid from Government. Aided agencies follow in their schools recognized courses of study and maintain in them a reasonable standard of efficiency. Private Schools are both unrecognised and unaided, and they are either advanced schools dealing with religious texts, the instruction being in Arabic, Persian, or Sanskrit or Vernacular Schools of a very elementary grade, and of the older type.

From the table, it will be seen that Government Schools have been progressive during the first eight years and show a fall during last two years of the period. Schools under the management of Local Bodies were also on the increase mostly due to the number of schools transferred to be under their control from time to time by the Education Department. With effect from 1st July 1923, control over 18 Kannada Boys' Schools, 13 Kannada Girls' Schools, 30 Aided Day and Night Schools and one Tamil School was transferred to the City Municipal Council, Bangalore. In the year 1926-27, control over seven Urdu Boys' Schools, eight Urdu Girls' Schools, and eight Aided Day and Night Schools was similarly transferred, but in the year 1929-30, all the 38 Aided Day and Night Schools were retransferred to the Department under Government Order, dated 15th October 1929. In the year 1929-30, control over 11 schools in Tunkur Town was transferred to the Local Municipality. The large increase in 1931-32 is the result of transfer of administration of all Government Primary Schools, Village Aided Schools and Adult Night Schools to Local Education Authorities under the Mysore Elementary Regulation of 1930. The Aided Schools indicate a steady fall from 4,462 in 1921-22 to 1,426 in 1931-32, while there was an appreciable increase in the number of private institutions, specially during the years 1923-24 and 1930-31, showing perhaps that people in villages without schools are making an effort to educate their children.

Two causes contributed mainly for the increase in the earlier years in the number of Government Schools, namely, the remodelling of the Primary and Middle Schools and the operation of the Cess Schemes in all the districts. Under the Remodelling Scheme, nearly 487 Primary Schools maintained in Middle and in Incomplete Middle Schools were separated and treated as independent schools. This explains the increase of Government Schools from 3,164 in 1921-22 to 3,445 in 1922-23, in spite of the fact that 260 Practical Instruction classes attached to schools of

different grades were discontinued to be counted as separate units. The increase in the number of Schools, between the years 1923 and 1930, was due to the opening of a large number of Primary Schools under the cess schemes as well as to the conversion of Aided Primary Schools into Government Schools under State Grants and Cess Funds.

The decrease in the number of Government Schools, noticeable in 1931 and 1932, occurred mainly under Primary schools as the result of amalgamating Girls' Primary Schools and Adikarnataka Primary Schools with general schools, in the interest of both efficiency and economy. In 1930-31, 142 Primary schools were amalgamated and the savings effected thereby were utilised to give additional staff to these combined schools or to other schools, which were in need of them.

In respect of aided schools, where almost a continuous drop is noticeable, the causes contributing to their decrease are several. Many of them sprang up under pressure as has already been stated, and once the enthusiasm on the part of the villagers waned, they failed to pay regularly their quota which supplemented the meagre grant of Rs. 5 to 7 a month. The very existence of these schools became precarious, in which condition they could not afford to be as efficient and well-attended as Government Primary Schools. Even the Government grant of Rs. 50,000 sanctioned in 1923-24, which enabled the Department to increase the monthly grant at an uniform rate of Rs. 2 could not ensure their stability and permanence for a long time. A large number of deserving aided schools subsequently converted into Government institutions under State and Cess Funds, decreased the number of aided schools to that extent. The rest continued to languish for lack of qualified teachers, facilities for teachers to live in far-off villages, and of efficient supervision of the schools by local bodies or departmental agencies. The continuance of several of them was an economic waste and hence they had to be closed. As many as 355 Day Schools and 398 Adult Night Schools were temporarily closed in the year 1922-23 and 1,153 Day Schools and the suspended Adult Night Schools were finally closed in 1924-25, and this fact explains the fall in the number of aided schools from 4,073 in 1923-24 to 2,532 in 1924-25. In the year 1930-31, there was an increase in the number of aided schools due to the opening of 33 aided schools for girls, of 27 aided Sanskrit Schools and of 32 aided schools for boys. But, as the condition of the Adult Night Schools continued to be as unsatisfactory as in previous years and as there was need for departmental savings, their number was drastically retrenched during the years 1927-28, 1929-30 and 1931-32, the number of schools closed being respectively 245, 237 and 213.

2. SCHOLARS IN PUBLIC AND PRIVATE INSTITUTIONS.

The number of pupils receiving instruction in both public and private institutions during the period of report is seen from the following table:—

Year	Public Institutions				Private Institutions	Total
	Government	Municipal and Local Board	Aided	Unaided		
1921-22	1,82,725	2,640	1,05,678	581	13,454	3,05,078
1922-23	1,82,749	2,829	87,115	765	15,144	2,88,602
1923-24	1,96,146	5,669	84,801	875	16,762	3,04,253
1924-25	2,10,759	5,715	74,087	815	16,018	3,07,394
1925-26	2,13,045	10,273	72,817	1,275	18,579	3,15,989
1926-27	2,26,562	10,118	64,584	242	18,011	3,19,517
1927-28	2,28,814	12,155	62,904	15	18,005	3,21,923
1928-29	2,31,854	11,909	56,794	305	18,005	3,18,867
1929-30	2,46,871	13,484	50,143	634	18,796	3,29,928
1930-31	2,38,860	11,625	53,248	829	18,484	3,23,046
1931-32	39,240	1,99,591	51,429	486	19,042	3,09,788

The above table shows that the number of pupils under instruction was greatest in 1929-30, being as high as 3,29,928. Strength in Government Schools shows an appreciable increase from year to year till 1929-30, when it stood at its

highest figure of 2,59,713. The two succeeding years recorded a decrease which was partly due to the abolition of many Incomplete Middle Schools and the amalgamation of a fairly large number of Girls and Adikarnataka Primary Schools with general schools, and partly to the present unprecedented economic depression, which has forced many a poor parent in rural parts to withdraw his children from schools. The number of pupils in Municipal Schools rose by about 4·5 times from 2,640 in 1921-22 to 11,625 in 1930-31. Under the Mysore Elementary Education Regulation of 1930, the control of all Government Schools and such of the Aided Primary schools as were not reserved by the Department was transferred to Local Bodies and this accounts for the rise in strength from 11,625 in 1930-31 to 1,99,591 in 1931-32. In respect of aided schools, there has been a very heavy fall from 1,05,678 in 1921-22 to 51,429 in the closing year, due to a large number of languishing Aided Day and Night Schools having been closed during the years 1924-25, 1927-28, 1929-30, and 1931-32. Strength in private institutions shows an increase of 42 per cent between the opening and closing years, it being 13,454 and 19,042, respectively.

The increase in numbers of those receiving instruction in institutions of several grades in the opening and closing years of the period of review will be seen from the table below:—

Institutions	Number of Scholars		Increase	Percentage of Increase
	1922-23	1931-32		
Colleges and Inter. Colleges	2,001	2,673	672	34
High School	6,151	7,230	1,079	17·5
Middle Schools	21,647	32,057	10,410	48·0
Primary Schools	2,28,913	2,42,241	13,328	5·8
Special Schools	4,376	5,974	1,598	36·5
Unaided and Private Schools	15,909	19,528	3,619	22·7

The following table gives the number of schools and scholars by periods:—

Year.	Number of Schools.	Number of Scholars.
1911-12	4,478	1,49,214
1916-17	9,200	3,25,718
1921-22	8,605	3,05,078
1926-27	8,212	3,19,517
1931-32	7,914	3,09,788

From the table, it will be seen that the highest number of schools and scholars was recorded in the year 1917, due to, as already explained, an abnormal rise in the number of aided schools from 383 in 1912 to 4,088 in 1917. In several of these schools not even half the number registered on the rolls attended regularly, so that their total strength as well as attendance was more apparent than real. The abolition of many languishing aided schools and the strict enforcement of regular attendance explain to a great extent the subsequent fall in their number and strength. A comparison between the figures of 1912 and 1932 will, however, show that there has been an increase of 76·7 per cent in the number of schools and 107·6 per cent in the number of scholars.

3. PERCENTAGE OF SCHOLARS TO POPULATION.

The percentage of pupils at school to the total population in 1931-32 was 4·8, which is far below the percentage reached in several British Provinces and Indian States. From the following table, it will be seen that the State stands eighth in rank among the Provinces and States compared in the table and much lee-way has

to be made to increase the percentage in the State to the level of those more advanced in the progress of education.

No.	Province	Percentage of Boys at school to the total male population	Percentage of girls at school to the total female population	Percentage of Scholars to the Total Population
1	Cochin	15.6	9.5	12.5
2	Travancore	14.4	9.3	11.8
3	Baroda	12.8	7.8	10.4
4	Madras	9.5	3.1	6.3
5	Bombay	9.1	2.8	6.1
6	Punjab	8.8	1.9	5.6
7	Bengal	8.5	2.3	5.6
8	Mysore	7.6	1.9	4.8
9	Burma	6.8	3.0	4.3
10	United Provinces	5.3	0.7	3.1

Considering the percentage of boys and girls to the respective population of school-going age, calculated at 15 per cent of the population, the percentage of boys to the male population in 1931-32 was 50.2, that of girls to the female population 13.6 and that of both boys and girls to the total population 32.3. The corresponding figures for 1922-23, calculated on the Census figures of 1921, were 52.3, 12.4 and 32.7, which show that while there has been an improvement of 1.2 in the percentage of girls, there is a fall of 2.1 in the percentage of boys due to the fact that the increase of 15.6 thousand in the number of boys at school has been disproportionate to the increase in the male population by nearly three lakhs. If, however, the census figures of 1931 are taken for both the years, the corresponding figures for 1922-23 will be 47.5, 11.4 and 29.9, resulting in an increase of 2.7, 2.2 and 2.4, respectively during the period of review.

4. PROPORTION OF SCHOOLS AND SCHOLARS TO POPULATION AND AREA.

While, on the average, in 1922-23, there was one institution for every 3.35 square miles of area and for 666 persons of total population, in 1931-32, there was one institution for every 3.7 square miles of area and for 812 persons of total population. This is accounted for by the decrease in the number of schools by 878 due to the abolition of languishing aided schools, referred to already. For purposes of comparison, it may be added that at the end of the year 1931-32, there was a recognised school for every 1.92 square miles and 1,355 of the population in Travancore, and for every two square miles and 1,711 of the population in Cochin.

5. ATTENDANCE.

The average monthly number on rolls, the average daily attendance and the percentage of daily attendance to the average monthly number on the rolls are given in the following table:—

Year	Average monthly number on rolls	Average daily attendance	Percentage of daily attendance to average monthly No. on rolls
1922-23	2,63,940	1,84,763	70.00
1923-24	2,66,745	2,06,680	77.04
1924-25	2,73,713	2,04,416	74.68
1925-26	2,79,791	2,10,813	75.35
1926-27	2,86,856	2,15,771	75.22
1927-28	2,88,749	2,16,385	75.00
1928-29	2,98,542	2,22,279	74.45
1929-30	3,01,319	2,27,383	75.46
1930-31	3,00,344	2,27,561	75.89
1931-32	2,89,998	2,22,784	76.82

In spite of causes, such as, the abolition of a large number of aided schools and the prevalence of epidemics in different parts of the State, calculated to produce adverse results, it will be seen that there has been an increase in the percentage of daily attendance from 70 in 1922-23 to 76·82 in 1931-32. This increase compares favourably also with the percentage of daily attendance of 74·32 in the last year of the previous quinquennium.

6. (A) EXPENDITURE ON EDUCATION.

The total expenditure on Education including University Education in each of the years of the period of review is given in the following table:—

Year				Expenditure	Increase or decrease	Percentage of increase or decrease
				Rs.	Rs.	
1921-22	...	...	...	51,86,221	..	...
1922-23	...	...	...	50,70,480	—1,15,741	—2·2
1923-24	...	...	...	51,31,285	60,805	1·2
1924-25	...	...	...	55,91,866	4,60,581	9·0
1925-26	...	...	...	60,73,703	4,81,837	8·6
1926-27	...	...	...	60,93,277	19,574	0·3
1927-28	...	...	...	60,05,794	3,12,517	5·0
1928-29	...	...	...	66,96,148	2,90,354	4·5
1929-30	...	...	...	68,10,292	1,14,144	1·7
1930-31	...	...	...	69,08,448	98,156	1·4
1931-32	...	...	...	69,01,850	—6,598	—0·1

It will be seen that there has been an increase from year to year except in the opening and closing years which show an imperceptible decrease due to certain retrenchments effected. The rate of increase was highest in the year 1924-25, it being as high as nine per cent. The direct expenditure incurred on all grades of institutions in the State inclusive of those under the University amounted, in 1922-23, to Rs. 36,17,393 or about 71·3 per cent of the total expenditure on Education and in 1931-32 to Rs. 50,46,526 or 73·1 per cent.

(B) EXPENDITURE BY OBJECTS.

The expenditure during the three quinquennial years of 1921-22, 1926-27 and 1931-32 was distributed among the different grades of institutions as follows:—

Year	Arts College	Oriental Colleges	Secondary Education	Primary Education	Special Institutions including Training Institutions	Other Charges	Total	Increase	Percentage of Increase
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1921-22	7,38,979	67,102	13,66,100	13,97,865	4,27,452	12,49,728	51,86,221	...	...
1926-27	6,16,447	68,793	15,19,909	19,94,710	3,26,247	15,83,171	60,93,277	8,53,165	16·3
1931-32	7,87,956	53,971	15,31,972	22,07,125	4,65,502	18,55,324	69,01,850	8,08,573	13·3

Of the total expenditure in each of these years Rs. 29,01,477; 39,41,344; 45,69,957 were spent respectively on Government and Municipal Institutions; Rs. 7,31,688; 6,09,518; 4,76,569 on Aided Institutions; Rs. 5,10,105; 4,50,323; 4,00,844 on buildings and furniture and Rs. 10,42,951; 10,92,092; 14,54,480 on general expenditure which includes indirect expenditure and other miscellaneous charges.

(C) PERCENTAGE OF EXPENDITURE ON EDUCATION TO PROVINCIAL EXPENDITURE.

The following table gives the total provincial expenditure and expenditure on Education from Government funds during 1931-32 in some of the British Provinces and Indian States :—

No.	Province	Total Provincial Expenditure	Expenditure on Education from Govt. funds	Percentage of 4 to 3
1	2	3	4	5
		Rs.	Rs.	
1	Travancore	2,18,90,000	36,81,515	16'82
2	Punjab	10,38,03,882	1,64,92,681	15'89
3	Madras	16,24,47,176	2,55,71,715	15'74
4	Mysore	3,56,03,763	53,12,771	14'92
5	Cochin	82,97,130	12,12,155	14'60
6	Baroda	2,61,89,000	35,18,000	13'43
7	Bengal	11,00,51,849	1,44,50,039	13'13
8	Bombay	15,29,38,534	1,90,01,654	12'42
9	Assam	2,47,72,884	28,82,606	11'64
10	Bihar and Orissa	5,42,53,411	55,67,823	10'26

It will be seen that the State has been very liberal in its contribution towards the expenditure on Education, the percentage of expenditure from Government funds being higher than in the British Provinces of Bombay, Bengal, Bihar and Orissa, and Assam and in the Indian States of Baroda and Cochin. The percentage of the State is also higher than the percentage in the Central Provinces (10'41) Burma 10'11), North-West Frontier Province (5'2), Delhi (11'99) and Ajmere-Merwara (12'71).

7. AVERAGE COST OF EDUCATION PER HEAD OF POPULATION.

The average cost of Education per pupil in 1921-22, 1926-27 and 1931-32 were Rs. 18-1-4, Rs. 19, and Rs. 22-4-6. The increase from period to period was due to providing additional facilities in Secondary and Primary grades of education and during the last period to the re-organisation of the University and the falling off in the number of pupils under instruction as well. The average cost per head of population during these years was Re. 0-12-11; Re. 1-0-8; Re. 1-1-2, respectively and of this Re. 0-7-10, Re. 0-13-5 and Re. 0-13-3, respectively was met out of State Funds.

8. MASS EDUCATION AND FINANCE.

From the census figures of 1931, it will be seen that out of a population of 6,557 thousand (in round figures,) in the State, 594'5 thousand are literate of whom 505 thousand are males and over 89 thousand are females. The male population being 3,354 thousand and the female population 3,203 thousand, it works out that out of every thousand of the males, 150 are literate and out of every thousand of females, 28, and out of every thousand persons in the total population inclusive of children of five years and below, 91 are literate. Excluding children of five years and below, the proportion of the literate becomes 106 per thousand for the whole population, 174 for the males and 33 for the females.

The following statement shows the percentage of the literate population to the total population above five years of age in the several British Provinces and Indian States at the Census of 1931 :—

Number	Provinces or State	Percentage of		
		Persons	Males	Females
1	Cochin	33·7	46·0	22·0
2	Travancore	28·8	40·8	16·8
3	Baroda	20·9	33·1	7·9
4	Coorg	17·6	24·6	8·7
5	Delhi	16·3	22·6	7·2
6	Bengal (British Territory)	11·0	18·0	3·3
7	Madras do	10·8	19·8	3·0
8	Bombay do	10·8	17·6	3·1
9	Mysore	10·6	17·4	3·3
10	Assam (British Territory)	9·1	15·2	2·3
11	Panjab do	6·3	10·0	1·7
12	United Provinces (British Territory)	5·5	9·4	1·1
13	Behar and Orissa do	5·3	9·8	1·0
14	Hyderabad	4·7	8·3	1·1
15	Gwalior	4·7	7·8	1·1
16	Rajaputana	4·3	7·6	1·0

It will be noticed from the table that the percentage of 10·6 for the State is lower than that in the Provinces and States from numbers 1 to 8 in the statement, while it is higher than that in the areas included under numbers 10 to 16. Comparing education among males only, the State with its 17·4 is below Cochin, Travancore, Baroda, Coorg, Delhi and the British territories of Madras, Bengal and Bombay, while in respect of literacy among females, its place is somewhat higher, the percentage for the State being thrice that in the United Provinces, Hyderabad and Gwalior.

A comparison of the figures for literacy in the census of 1931 with those of 1921 discloses an increase, during the decade, of 1,51,000 literates consisting of 1,19,000 among males and 32,000 among females, the rate of increase being 17 per thousand of the total population. Though this progress is very encouraging, the fact remains that out of every thousand persons over five years of age, only 106 are literate and that the remaining 894 are still ignorant and illiterate and incapable of exercising the power to vote intelligently. The urgent need of the hour, therefore, is the removal of illiteracy by the spread of education among the rural population and to this end should be directed the efforts of the State, the local bodies, social workers, political leaders, and the educated unemployed young men.

Any scheme of reconstruction should admit of reaching both the children and the grown-ups. Facilities should be provided for the opening of a sufficiently large number of Primary Schools to bring in all children of school-going age in the State, for literate adults to continue their education, and for illiterate adults to acquire literacy. Steps should be taken to replace the discredited system of voluntary attendance by a scheme of compulsion, which would bring to the school almost all the boys and girls of school-going age within a definite number of years, as contemplated in the Elementary Education Regulation. When once Compulsory Primary Education is extended all over the State, it may reasonably be expected, that it will have its reflex action on the Adult Education. Mass education thus requires a wide expansion of Primary Schools, extension of the Primary Course and provision of a wide extensive service. These developments to be pushed through would involve heavy additional expenditure, and the question of financing them has become a problem of great difficulty, as the present economic depression has, of course, added to the difficulties already experienced by Government in developing mass education.

9. EXPENDITURE BY SOURCES.

The following statement gives the total expenditure on Education during the three quinquennial years of 1922, 1927, and 1932, the sources of expenditure and

the percentage of expenditure from State Funds to the total expenditure on education :—

Year	Public Funds				Fees	Other Sources	Grand Total	Percentage of State Funds to Total cost
	State Funds	Local Funds	Municipal Funds	Total				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	34,21,355	10,04,725	5,245	44,31,325	3,47,729	4,07,167	51,86,221	65.9
1926-27	49,26,988	4,61,113	49,565	54,37,616	4,08,266	2,47,395	60,93,277	80.9
1931-32	53,12,771	5,79,554	69,682	59,62,007	6,68,927	2,70,916	69,01,850	77.0

In spite of financial difficulties, it will be seen from the table that Government have been contributing on a very generous scale more than three-fourths of educational expenditure, which has considerably increased during the decennium from nearly 51.3 lakhs in 1921-22 to nearly 69 lakhs in 1931-32. Contributions from State Funds in the same years have risen in proportion to this increase in total expenditure from nearly 34.2 lakhs to 53.1 lakhs which is about 15.7 per cent of the revenue of the State in the year 1931-32. It will not thus be possible even under favourable conditions for Government to increase appreciably their quota in the near future, consistently with the demands of other State Departments, so as to meet the whole demand of educational problems awaiting solution. Nor can these problems be shoved to the background, since they seriously affect the general progress of the country and its economic welfare. If educational organization is to be maintained in an efficient state, wherein it will also meet the present-day requirements, the only course open would be to develop other sources of income such as contributions from local bodies, and local benefactions. The suggestion of increasing the quota borne by local bodies is not impracticable, if they only realise their responsibilities in the matter of educational development and co-operate with Government by finding larger funds within their respective areas. The orders on the Educational Memorandum contemplated the levy of an educational cess of one anna in the rupee in the districts and of two annas in the rupee in City Municipalities to finance the reforms outlined therein, in addition to the resumption of the Local Funds, General and Mohatarfa, made over to the District Boards in 1917, which was not effected on the representation of the District Boards that such a course would deplete their resources largely. This as well as the levy of the educational cess by the District Boards at the rate of only half-an-anna in the rupee have largely reduced the resources anticipated by Government. The cess realisations so far have met the demand of the contemplated reforms only in part, while a major portion still remains to be introduced. Section 11 of the Mysore Elementary Education Regulation empowers Local Education Authorities to levy cesses or taxes at such rates as may be approved by the Government from time to time, raise loans, collect subscriptions for purposes of elementary education and it is hoped that the various Local Education Authorities will exercise the powers conferred on them under the Regulation to raise extra funds for the improvement and expansion of Elementary Education, which is the main object of the Regulation.

10. LOCAL BENEFACTIONS.

It is a matter of gratification to note that the general public are realising, more and more, that the effort of the Department in the direction of providing educational facilities, should be supplemented by voluntary contributions, if steady progress of education and better conditions of work in schools are to be ensured. That education in the State has enlisted the sympathy and interest of the people is indicated by the liberal contributions received during the decennium. In addition to a large numbers of Katcha School Buildings constructed by the villagers at their own cost, a sum of nearly Rs. 33,000 in the shape of contributions towards the construction of school buildings, Rs. 16,000 for the construction of hostels and nearly Rs. 6,000 for the construction of teachers' quarters in villages were forthcoming. Buildings, whose value aggregated to nearly four lakhs, were built

and a large number of them was handed over to the Department. The most noteworthy contributions are the following :—

Year	Donor	Extent of contribution
		Rs.
1923-23	Mr. Ramasanjeeva Reddy of Channapatna paid towards the construction of a High School Hostel	6,000
1923-24	Mr. A. Thimme Gowda of Nidaghatta, Mandya Taluk, constructed a building for the school worth	5,000
1924-25	Mr. Lakshmaia Setty of Byala, Madhugiri Taluk constructed a building for the school worth	6,000
1927-28	(1) Mr. Shambu Gowda, Patel of Chikkyanahalli, Krishnarajapet Taluk constructed a building worth	6,000
	(2) Sahukar Mr. Sidde Gowda of Saklespur constructed a building for the Girls' School worth	10,000
	(3) Mr. Nanjappa of Pandrahalli, Chitaldrug District, built a school house worth Rs. 6,000 and in addition handed over to the Department 40 acres of land for purposes of an Agricultural School and a hostel and promised a further contribution of Rs. 2,000	6,000
1928-29	(1) Mr. Veeranna of Kuderu, Mysore District, constructed a building worth	5,000
	(2) Sahukar <i>Dharma Durandhara</i> Maralu Siddapanavaru, Arsikere Taluk constructed a Veerasaiva Hostel Building at Arsikere worth	10,000
	And again in 1931-32, a building for the local Middle School at a cost of	15,000
1929-30	Sahukar Lakshmaia of Kodiyala has donated Rs. 10,000 in cash, a building worth Rs. 8,000 and also two acres of land for the local Middle School	20,000
1931-32	Sahukar Mr. Settara Siddappa of Ajjampur constructed a building for the Middle School worth	4,000

While thanking all the donors for the help they have rendered so far, it is earnestly hoped that other wealthy gentlemen interested in education will come forward with their invaluable help in a like manner, and leave their 'foot-prints on the sands of time' as benefactors in the cause of education in the State.

CHAPTER III.

CONTROLLING AGENCIES.

1. DIRECTION.

ONE of the functions of Government is to provide educational facilities for the people, and this it does mainly through the Department of Public Instruction and the University, over which one of the members of the State Executive Council exercises general administrative control. The Government has a Secretary and an Assistant or Under Secretary in the 'General Departments' who carry on a secretarial work in matters educational, under the direction of the Member.

(a) THE DIRECTOR.

The administrative and executive head of the Department of Public Instruction continued to be the Inspector-General of Education, which designation was changed to that of the Director of Public Instruction in the year 1927-28.

Mr. C. S. Balasundaram Iyer, B.A., was the Departmental head from 3rd October 1921 till 5th January 1925, when he proceeded on leave. Mr. K. Matthan, B.A., was appointed in the vacancy, in which he was confirmed from 4th August 1925. He was deputed by Government to attend, on behalf of the State, the Imperial Educational Conference at London in the month of June and July 1927. Mr. N. S. Subba Rao, M.A. (Cantab.), Bar-at-Law, officiated for him during the period of deputation from 18th May 1927 till 29th September as well as on two subsequent occasions from 2nd January 1928 to 13th February, and from 11th April 1928 till 12th June, on which date he was confirmed as Director of Public Instruction. He continues to occupy the position except for a short period, from 1st July 1930 to 2nd February 1931, when he was placed on special duty with the Dewan in connection with the Round Table Conference at London and Mr. A. R. Wadia, B.A. (Cantab.), Bar-at-Law, officiated in his place.

The work devolving on the Director, who, as the administrative and executive head of the Department, exercises general control over all the institutions for general education in the State, except those placed under the University and Technical Departments, has grown with the expansion of educational facilities. His varied duties and the increasing number of meetings, he has to attend, of various educational committees, of Legislative Councils, of Representative Assemblies and of the Senate and the University Council, leave him hardly any time to undertake necessary and frequent touring to keep himself in touch with the different parts of the State and to consider broader questions of educational policy and organization. Each of the Directors, referred to above, have, on an average, attended 120 meetings in a year, the largest number attended in any year being 155 during 1929-30.

(b) HEADQUARTER STAFF.

In July 1922, the Inspector-General of Education had the assistance of a Deputy Inspector-General and a Personal Assistant who with him, formed the officers coming under the head 'Direction.' The former post being thought unnecessary was abolished from 9th November 1922 but was again revived from 1st July 1924 with the creation of the post of an Assistant Inspector-General of Education and still continues in the post of the Deputy Director of Public Instruction at headquarters. The post of the Personal Assistant continued till 9th September 1931, when it was abolished as a measure of retrenchment.

As a result of the Re-organization of the Higher Inspectorate given effect to from 1st November 1927, two new posts—one of the Lady Assistant and the other of the Urdu Assissant—were created and both were attached to the Office of the Director. The Lady Assistant was to assist the Director in problems relating to Women's Education, co-ordinate the work of the Assistant Inspectresses and inspect specially Girls' Middle Schools and Normal Schools for women. The Urdu Assissant similarly co-ordinated the work of the Assistant Inspectors of Urdu Education and attended to the interests of Mahomedan Education in general, under the orders of

the Director. The post of the Lady Assistant was retrenched from 11th August 1931 and the post of the Urdu Assistant was ordered to be held in abeyance from 13th June 1929.

The result of these retrenchments in the gazetted staff of the office has been that the work which was being shared by four officers has now devolved upon a single officer. The volume of work has not diminished to any appreciable extent with the transfer of control of Primary Education to Local Bodies, but is likely to increase when the anticipated ten-year programme of expansion of Primary Education and the re-organization of educational institutions so as to lay due emphasis on vocational instruction are given effect to. Relief in this direction is urgently needed.

For prompt despatch of work in the Department and for reducing the quantity of correspondence with Government, many of the powers originally vested in the Government have been delegated from time to time to the Director, who has, in his turn, transferred many of his powers to subordinate officers who now wield more powers than they did in 1922.

TECHNICAL ASSISTANT.

At the opening of the period, there was a Technical Assistant to organise and inspect the large number of Industrial, Commercial and Engineering Schools and to assist the Inspector-General in formulating schemes for the development of technical education on proper lines. This Assistant supervised also the Home Industries classes transferred to the Department by the Economic Conference. He was also in charge of the building section of the Department. With the abolition of the Home Industrial classes and the transfer of Industrial Schools to the Department of Industries and Commerce, both with effect from 1st July 1922, the post became unnecessary and was abolished.

In the year 1925-26, a large number of Practical Instruction Classes attached to Middle and Primary Schools were started, with a view to giving a vocational bias to the general Middle School education and Primary education of the Depressed Classes. Further, to improve their working by means of guidance, efficient management and supervision, a Superintendent of Practical Instruction classes was appointed during the year 1925-26 for the Industrial classes and an Agricultural Inspector for practical classes in Agriculture, in the year 1927-28. Both of them were attached to the Head Office.

In April 1924, the Public Works Establishment of the Department was re-organised and an Engineering Assistant was posted to the office in place of the Overseer. He was to assist the Inspector-General in the maintenance of educational buildings, whose capital value was less than Rs. 30,000 as well as in the execution of repairs and original works, when the estimate did not exceed Rs. 5,000. The work of construction and repairs of school buildings was re-transferred to the Public Works Department in 1926-27, and the Engineering Assistant's place abolished.

FINANCIAL ASSISTANT.

Prior to 1925, the accounts of the Department were subject to audit in the Comptroller's Office, as in the case of most other Departments. As this was a large spending department, it was found necessary to attach an Assistant Comptroller with the necessary establishment of accountants and clerks to work as an integral part of the Head Office. Hence, a Financial Branch of the Director's Office was inaugurated from 22nd July 1925. The Financial Assistant continues to be since then in charge of the Accounts and Audit sections. The arrangement has been useful in that it has kept the Director in close touch with the financial working of the Department and has enabled him to watch the progress of expenditure of sanctioned grants more effectively and to appropriate the available resources to the best advantage.

SECRETARY, LOCAL EXAMINATION BOARDS.

All questions relating to public examinations, other than the University Examinations and purely Departmental Examinations such as the Revenue, Criminal and other such examinations, are dealt with in the Office of the Director of

Public Instruction and the Secretary, an officer of the Gazetted rank, deals with them in a dual capacity. As Secretary of several examining Boards, of which the Director is *ex-officio* President, he conducts the several examinations under their guidance, as well as other examinations conducted by the Department directly either in its own behalf or as an agent to outside bodies. As assistant to the Director of Public Instruction, he takes action on the administrative side in all questions relating to these examinations. The number of examinations and the total number of candidates examined in the year 1921-22 were 26 and 11,752 respectively, whereas they were 48 and 13,496 respectively in 1931-32, showing an increase of nearly 15 per cent in the total number of candidates examined.

2. MANAGING BODIES.

(a) THE MYSORE UNIVERSITY.

The governing bodies of the University, *viz.*, the Senate, the University Council and the Academic Council control and guide the five constituent Government Colleges, the Medical School and the Intermediate Colleges. The University derives its power from the Mysore University Regulation, V of 1916 and the subsequent amendments thereon.

(b) THE DEPARTMENT OF PUBLIC INSTRUCTION.

The Department exercises administrative and inspectorial functions in respect of all general educational institutions, other than those placed under the University or Technical Departments, as well as executive functions in respect of Departmental Schools, which include Secondary schools, Training institutions, Commercial and a few Technical schools, and Primary schools managed by recognised bodies, the control of which has not been handed over to the Local Education Authorities.

(c) THE AGRICULTURAL DEPARTMENT.

The Agricultural Department manages Agricultural schools, imparting instruction in Agricultural education.

(d) THE DEPARTMENT OF INDUSTRIES AND COMMERCE.

The Department of Industries and Commerce controls Industrial schools, imparting Technical Education in several industries. The control of these schools was transferred by the Education Department from 1st July 1922 on the ground that the Director of Industries and Commerce would be better able to co-ordinate the working of these institutions with reference to the actual requirements of industries in the State.

This division of control of educational institutions among the Departments of Education, Agriculture and Industries and Commerce has resulted in certain anomalies as well as inefficiency in realising the true aims of education of the people of the State. The Commercial Schools are not under the Department of Industries and Commerce and the School of Engineering is not under the control of the Public Works Department. The people still look upon the Secondary schools as avenues leading to utilitarian education and an inferiority complex is attached to Industrial schools which are not generally resorted to by boys completing the S. S. L. C. Course. With the increase of unemployment, it is being felt by the educationists as well as the public in the State that all educational institutions should be managed by a single authority—the Education Department or a Board of Education—so that necessary status might be given in the public estimation to all Technical schools and there might be a natural transition of pupils from the general to technical schools and *vice versa*, according to their aptitudes, means and opportunities. The question of setting up a common Board for all kinds of education is now under the consideration of the Government.

(e) THE PRESS AND JAIL SCHOOLS.

The Superintendent of the Government Press manages a school for the benefit of young employees; while the Superintendent, Central Jail, Bangalore, has a school at the jail premises for spreading literacy among convicts. An experiment

at quick literacy was tried here and the results of the experiment will be dealt with under Adult Education.

(f) THE LOCAL EDUCATION AUTHORITIES.

Since 1st July 1931, the Local Education Authorities control through their respective School Boards, all Government Primary schools, Village Aided schools and Mission Primary schools in Kolar Gold Field Area, which were transferred to them, under the Mysore Elementary Education Regulation of 1930.

(g) CONSTITUTED COMMITTEES.

The six Municipal High Schools in the State, started in recent years, are each managed by a Committee constituted by the Government and consisting of representatives of the Education Department, Municipalities and District Boards provided these also contribute towards the cost. The Department gives aid to the extent of half the net authorised cost not exceeding Rs. 50 per month per class, and the rest of the expenditure is met from fees and contributions either of the local Municipality solely or of the Municipality and the local District Board.

(h) MISSIONS.

A considerable portion of educational work in the State is carried on by Protestant and Roman Catholic Missions. The mission-managed schools are mostly aided by Government and include three High Schools for boys and two High Schools for girls, besides many schools of a lower grade and a few industrial schools. Three of the Middle Schools—two in Kolar Gold Field Area, and one at Mysore—were primarily intended for the education of Europeans and Anglo-Indians, but are now mixed schools, admitting pupils of other communities.

(i) OTHER PRIVATE BODIES.

In addition to Mission schools, there are other Secondary schools and Sanskrit Patalas, managed by private committees and recognized and aided by Government, e.g. The National High School, Bangalore. There are also unaided institutions, which are recognised for purposes of examination, such as the S. L. N. High School, managed by a Board of Trustees; St. Theresa's High School for girls, managed by the Roman Catholic Mission, both in Bangalore City.

(j) INDIGENOUS SCHOOLS.

In addition to public schools, during 1931-32, there were 1,216 private Primary schools with a strength of 19,042 pupils which are neither recognised, nor aided and quite often not managed at all. These 'pial schools' run by teacher-managers on the old lines are comparatively inefficient and the only justification for their existence is that they serve the educational needs, in however small a degree, mostly of areas to which it has not been possible so far to give Government or Aided Primary schools.

3. INSPECTING AGENCY.

(a) POSITION IN 1922-23.

In 1922-23, there were two Circle Inspectors in charge of Bangalore and Mysore Circles, each circle comprising four districts with headquarters at Bangalore and Mysore. They were subordinate and responsible to the Inspector-General, inspected High schools and District Normal schools and exercised general control over the District and Assistant Inspectors. Each District had a District Inspector for the inspection of Kannada Middle schools for boys in the district and a number of Assistant Inspectors subordinate to the District Inspector and inspecting all Kannada Primary Boys' schools in the respective Ranges. At the beginning of the year, the number of Assistant Inspectors in the State was raised from 27 to 45, which reduced the number of schools under each officer's charge to about 150 schools, and made provision for a more efficient inspection and management of Boys' Primary schools.

For the administration and inspection of Girls' schools, there was an Inspectress of Girls' schools for the whole State, directly responsible to the Inspector-General. Under her, were five Assistant Inspectresses controlling Kannada Primary Girls' schools and two Assistant Inspectresses in charge of Urdu Girls' schools in each of the circles of Mysore and Bangalore. In 1923-24, a Deputy Inspectress of Girls' schools was appointed in lieu of two Assistant Inspectresses of Kannada Education to be in charge of Girls' schools in the districts of Mysore, Hassan and Tunkur and under the general control of the Inspectress.

The Urdu Boys' schools were controlled and inspected by three District Inspectors in charge of Urdu circles comprising of two or three districts, and they were subordinate to the Circle Inspectors. Under them were five Assistant Inspectors in charge of Urdu Boys' Primary schools in one or two districts.

(b) REORGANISATIONS AND CONSEQUENT CHANGES.

A reorganisation of the Higher Inspectorate was effected from 1st July 1924. The two Circle Inspectors with territorial jurisdiction were replaced by three provincial Inspectors, one in charge of Secondary and Training institutions, another, of Primary and Middle grades of education and controlling all subordinate inspecting staff and a third, of Science Education, all having their headquarters at Bangalore. It was, however, seen that this organization, the object of which was that each grade of education might be under a single officer, so that the problems connected with it might receive continuous attention and study as a whole, was defective, since it did not secure unity of administration in any grade of Education, as the Inspector of Secondary and Normal schools had no control over Secondary and Normal schools for girls, and the Inspector of Primary and Middle schools, over Girls' Middle and Primary schools, and in the districts, Primary and Middle schools were under two sets of Inspecting Officers, one for Kannada schools and the other for the Urdu schools.

To remedy the defects, a second reorganization of the Higher Inspectorate based on territorial jurisdiction and calculated to secure unity of District Educational Administration was brought into effect from 1st November 1927. As the result, the posts of the three provincial Inspectors, of the Inspectress and the Deputy Inspectress of Girls' schools and of the three District Inspectors of the Urdu Education were all abolished. Two Deputy Directors of Public Instruction were appointed to be in complete administrative control over all the Educational Institutions in each of the Mysore and Shimoga Divisions, with headquarters at Mysore and Shimoga, the latter, however, being transferred to Bangalore during the year 1931-32. A third Deputy Director of Public Instruction continued to be at headquarters to relieve the Director of the greater part of his administrative routine work.

Excepting High schools in the direct charge of the Deputy Directors, all other educational institutions in the District, both Kannada and Urdu, are in the charge of a District Educational Officer, the Urdu schools in each district being under the direct charge of an Assistant Inspector, their number being raised from five to eight.

The number of Assistant Inspectresses of Kannada Primary Girls' schools was also increased from three to four. Their administrative duties were transferred to Assistant Inspectors and each of them was required to carry on in two districts inspection work of girls' schools and propaganda work in the cause of Women' Education.

(c) THE LOCAL EDUCATION AUTHORITIES AND THE INSPECTION OF SCHOOLS UNDER THEIR CONTROL.

The Local Education Authorities are now directly responsible for the inspection of their Primary schools, but in view of the present local and central financial stringency a separate Inspectorate could not be instituted. The Department has lent the services of its District Educational Officers and Assistant Inspectors, who have been appointed *ex-officio* School Board Officers and School Board Assistants, in addition to their departmental duties.

This arrangement involves heavy work on the District Educational Officers who have to act in a way as secretaries to the School Board and to the President of the Local Education Authority in each such area and the interests of Middle

schools, still in their charge are likely to suffer, as is being experienced already in the larger districts. It further deprives the Local Education Authorities of the direct responsibility of inspection as contemplated in the Elementary Regulation in addition to management, which they are now exercising. In the interest of greater responsibility on the part of Local Education Authorities, of relief to the overworked District Educational Officers of larger Districts, and of the full realisation of the aims of the Elementary Education Regulation, the separation of the Local and Departmental Inspectorate is urgently needed.

(d) GRADES OF INSPECTING-OFFICERS AND COST OF INSPECTION.

Till 1925-26, the pay of Assistant Inspectors, who form the very foundation of the Inspecting Agency, ranged from Rs. 57—4—77 to Rs. 125—10—175 and their qualifications also varied, some being M. A.'s and trained graduates, while a few were not even matriculates. The removal of inequalities in pay and qualification was one of the main objects of the re-organisation with the result that the minimum pay of an Assistant Inspector was fixed at Rs. 75—10—125 and the principle that ordinarily only graduates, preferably trained, should be appointed as Assistant Inspectors was also accepted. The minimum number of days of touring for all inspecting officers was fixed at 180 days in the year. Since travelling allowance under ordinary rules was found, in practice, to entail great inconvenience, affecting unfavourably the regularity and efficiency of touring work, from 1st July 1928, Inspecting Officers other than the Deputy Directors and the Assistant Inspectresses of Education, were granted fixed travelling allowance, the scales being Rs. 75 a month for District Educational Officers, Rs. 50 a month for Assistant Inspectors of Urdu Education and for the two Assistant Inspectors of the City Ranges, Bangalore and Mysore, and Rs. 40 for the remaining 36 Assistant Inspectors of Kannada Schools. These scales were found to be inadequate and a representation was made at the Mysore Educational Officers' Conference held in May 1930, for their modification so as to provide for more liberal rates. With effect from 14th September 1931, the above rates are subject to a cut of 20 per cent as a measure of economy and in consequence, the number of touring days for these officers has been reduced from 180 to 144 days in a year distributed over the four quarters.

The grades of pay of Inspecting Officers are as follows:—

Designation	No. of posts	Grade of pay
1. Deputy Directors of Public Instruction ...	2	Rs 500—40—700
2. District Educational Officers ...	8	Rs. 300—25—450 Rs. 200—20—300 Rs. 200 fixed
3. Assistant Inspectors of Education including eight Inspectors of Urdu Education and one for Sanskrit Schools.	47	10 on Rs. 125—10—175 37 on Rs. 75—10—125
4. Assistant Inspectresses of Urdu Girls' Schools...	2	1 on Rs. 150—10—200 1 on Rs. 100—10—150.

There are now 59 officers as against 66 in 1922-23 and the cost of inspection is in consequence reduced from Rs. 3,18,827 in 1922-23 to Rs. 2,47,929 in 1931-32. The percentage of the cost of inspection to the total expenditure on education in 1931-32 was 3.6 which is higher than similar percentage in Madras, Bengal, United Provinces, Panjab and Travancore, it being respectively 3.1, 3.3, 3.4, 3.4 and 3.3.

(e) RETRENCHMENT OF THE WOMEN INSPECTORATE.

Among the various retrenchments that Government have been obliged to effect in the Department due to financial stringency is the abolition of the posts of Lady Assistant to the Director from 11th August 1931 and of the Assistant Inspectresses of Kannada Girls' schools from 1st July 1931. The Girls' schools are now inspected by men Inspectors, as they are being administered by them since 1927. Though the policy of encouraging the formation of mixed schools has made the Assistant Inspectresses superfluous, the need of a Lady Officer at headquarters to co-ordinate

Women's Education is now greater than before, and this has partly been met by the formation of an Advisory Committee to help the Director in dealing with problems of Women's Education.

(f) WORK OF THE INSPECTORS.

The instructions, laid down in the Inspection Code of the Education Department as to the lines of conducting the inspection of a school, contemplate that every Inspector shall by his inspection and examination, apply such tests as will enable him to judge the methods of instruction employed by the teachers as well as the progress of pupils. In addition to these regular inspections conducted by the Inspector in charge, higher Inspecting Officers are expected to hold test-inspections of schools, such test-inspections being conducted with the aid of the latest inspection reports from subordinate Inspectors, with a view to gauge the quality of inspection work in both the educational and administrative aspects. A detailed inspection of accounts and registers maintained in Government schools has been made in recent years an important item in the duties of every Inspecting Officer.

(g) CHANGE OF OUTLOOK.

Till very recently, the Inspecting Staff within the State, especially of subordinate service, came in for a large share of adverse criticism, and this was due to the fact that the subordinate ranks consisted partly of men of low pay and attainments who had neither the tact nor the practical knowledge to conduct themselves not only as critics but also as educational guides. In the year 1924-25, the Assistant Inspectorate consisted of 43 Assistant Inspectors and five Assistant Inspectresses, of whom 27 and 2 respectively were graduates, the rest being part-graduates, matriculates and even Upper Secondary men. Sixteen Inspectors had undergone training and fifteen of them were in the grade of Rs. 57-4-77. In this state of affairs, the quality of work turned out by the Assistant Inspectors left much to be desired. Inspections became more and more formal and guidance to teachers for improvement of class teaching on right lines was sadly wanting.

Of late, the very outlook of inspection has changed for the better, largely due to the purifying processes employed. Men of low qualifications have been replaced by men of practical knowledge and experience, who by their temperaments and professional qualifications are best fitted for work in the Inspectorate. The grades of Inspecting Officers were also improved with effect from 1st November 1927 and the minimum pay of an Inspecting Officer of the lowest grade is now fixed at Rs. 75-10-125. All Assistant Inspectors, excepting one, are now graduates and M.A.'s with several years of teaching experience and possessing in addition training qualifications. The very attitude of the Inspecting Officers toward teachers is now changed for the better and a greater harmony has come to exist between the teacher and the Inspector, making the latter's periodical visits a source of inspiration, infusing educational vitality into the teacher which, as Sir Michael Saddler says 'is the best thing the public money can buy.'

(h) INTERCHANGES BETWEEN THE INSPECTORATE AND TUTORIAL STAFFS.

With a view to facilitate periodical interchanges between the tutorial and inspectorate staffs, to lessen the monotony of employment on the same kind of work for a long time, parallel grades have been instituted. The policy of frequent interchanges, the need for which has been more than once emphasised by Government, is made more effective by the institution of the Mysore Educational Service Proficiency Examination from the year 1926 for the higher officers of the Department. This examination is calculated to secure the minimum standard of efficiency required for either type of work.

(i) OTHER ACTIVITIES.

One laudable feature which deserves mention in connection with the Inspectorate is the work of several of the Inspectors in organizing and managing Teachers' Associations which are now combined into State Organisations, such as the Mysore Secondary Education League, and the Mysore Elementary Education League, in carrying on propaganda work to popularise education in rural areas, and in securing contributions from villagers for school houses, teachers' quarters, and

equipment. Local sympathy in the cause of education has been thus enlisted and the contact between the Inspecting Officers and public leaders has also steadily increased.

4. VILLAGE SCHOOL COMMITTEES.

The practice of appointing Village School Committees to supervise the working of Primary schools in rural areas originated with the Government Order, dated 29th May 1893. The members of these committees were selected by Inspecting Officers and consisted of five or more influential men representing different interests in the village, one of the literates being the correspondent member of the committee. The chief duties of the committee were to secure the admission of all boys and girls of school-going age in the village and their regular attendance at school, to report irregularities of masters, if any, and to take steps for providing school buildings and their upkeep. The committees were for a long time inactive, consisting, as they did, mostly of illiterate persons, who were incapable of exercising effective supervision over the work of the teachers. With the spread of education, however, the committees have assumed a different role as is evinced by their efforts to secure substantial contributions towards school buildings, teachers' quarters, and school equipment and by their demands for more schools and for enforcement of compulsory education. The committees have in many instances exercised a healthy influence over the growth, development, and progress of schools under their supervision and have heartily co-operated with the Department in increasing the strength and efficiency of Primary schools especially in far-off villages.

With the transfer of control of Primary schools to Local Education Authorities, the committees organised by the Department hitherto have ceased to exist. The powers and functions that were vested in the Village School Committees have since been transferred, under Government Orders, to Village Panchayets or Municipal Councils. But, as it has not yet been settled as to which of the Village Panchayets or Municipal Councils should perform the function, the Village School Committees have been continuing to perform their functions in the absence of specific orders doing away with the School Committees.

5. VISITS OF REVENUE AND OTHER OFFICERS.

In pursuance of instructions issued by Government that the officers of the Revenue Department should exercise a general supervision over schools located in their territorial jurisdiction, Revenue Officers, and others as well, have made it a part of their duty to visit schools while on tour, and record their observations in the School Visitors Book, for the information of the Inspecting Officer in charge. During the period of report, a large number of schools ranging from 699 in 1922-23 to 1,495 in 1931-32, and giving an average of 1,125 schools per year, were thus visited. Four schools had the proud privilege of a visit by His Highness the Maharaja of Mysore, while as many as 130 schools were visited by the Dewan and the Members of Council. These visits have been effective in inspiring the teachers to turn out better work and in making the members of the Village Committees realise their responsibility in making the educational facilities afforded in rural areas popular and efficient.

CHAPTER IV.

PRIMARY EDUCATION (BOYS).

1. PRIMARY EDUCATION AND ORDERS ON THE EDUCATION MEMORANDUM.

THE unsatisfactory condition of Aided Village Primary Schools through which Primary Education was largely imparted in rural areas, and the very low level of literacy prevailing in the State, secured for this grade of education, a position of considerable importance in the "Memorandum on Education in Mysore". The main questions discussed therein in relation to Primary Education were—(1) the future development of village Aided Schools and redistribution of schools on a population basis, (2) separation of Primary Schools from Middle Schools and treating them as independent units, (3) revision of the course and the curricula of studies, (4) improvements of staff and equipment and in the pay of teachers, (5) levy of education cess by Municipalities and District Boards and the transfer of control of Primary Education to local bodies in their respective areas, and (6) the extension of the scheme of Compulsory Education to ten more centres.

After a careful consideration of the opinions offered by different educational interests in the State, Government passed orders on 25th May 1921, on each of the items referred to above, which were given effect to, as indicated hereunder.

(1) A suitable five-year programme should be prepared by the Education Department for converting annually 250 Aided Primary Schools into Government Institutions, selection being made of those serving the needs of a sufficiently large population, but having no competent management, the additional expenditure involved therein being met from State Funds and the Education Cess levied by the Local Bodies. A regular census of schools was directed to be taken with the help of the Revenue Department, as a first step towards the preparation of a five-year programme of conversion and the later redistribution of schools, so as to meet the educational needs of the largest number possible.

The census of schools instituted under the Memorandum Orders during 1922-23 has been already referred to in Chapter I. The report submitted by the Department in July 1923 and approved by Government was printed and copies of the same supplied to all the Departmental Officers and the Presidents of District Boards for information and guidance in connection with the working out of cess and other proposals.

Along with this report, a programme for the conversion of Aided Schools was also submitted. Under orders of Government, conversions were effected under cess funds and special state grants made by Government to the cess levying districts.

(2) All primary sections in Middle Schools be separated, placed under separate Headmasters, and be treated as independent units with separate accounts of expenditure.

With effect from 1st July 1923, Primary Schools were bifurcated completely from Middle Schools, though continued with Incomplete Middle Schools, a new type of schools which came into existence during the period of transition. Temporary arrangements were made from 1st July 1923, regarding the maintenance of separate accounts even in respect of Primary Schools attached to Incomplete Middle Schools.

(3) All Primary schools should be remodelled on a four-year basis, so as to provide for a four years' Vernacular Course and the existing curricula of studies be revised.

The remodelling of the Primary Schools on a four-year basis was effected from 1st June 1923. The revised curricula, approved by the Board of Education and sanctioned by Government, was adopted in all schools from the beginning of the academical year 1923-24, *vide* Government Order, dated 17th February 1923.

(4) Every Primary School should be staffed at the rate of one teacher for 30 pupils, and an additional teacher be given for each increase in the number of pupils by 30. All single-teacher Primary Schools be provided with furniture and equipment of a fixed standard, costing on the aggregate a sum of Rs. 100. The scales of pay of teachers be improved and the existing teachers be allocated into the new scales, set forth in the orders.

The reallocation of staff at the rate of one teacher for 30 pupils was effected in May 1924. Standard lists of furniture and equipment fixed in consultation

with the Board of Education, and statements showing the approximate cost involved in allocating the teachers to the new scales of pay were submitted to Government for sanction.

(5) To meet the cost of development contemplated in the orders, Municipalities should levy an education cess at the rate of two annas in the rupee in the Cities and one anna in the rupee in Towns, and District Boards, at the rate of one anna in the rupee on all items of revenue which may be subject to the imposition of this cess. The control of Primary Education should be transferred to such Municipalities as undertake to meet one-third the cost of Primary Education in their respective areas.

Since the Mysore Municipality already exercised part control over the Primary Schools in the City prior to 1922, the control of Primary Schools in Bangalore City was made over to the Municipality with effect from 1st July 1923, and of those in the Tumkur Town to the Tumkur Municipality during 1929-30. These Municipalities have not levied any cess so far, but are meeting their share of expenditure out of their revenues from other sources.

All the eight District Boards have levied cess at the rate of only half-an-anna in the rupee. The realisations in each district have almost been fully utilised in giving effect to proposals of expansion and conversion formulated by the Department in consultation with the respective District Boards. The transfer of control, which was delayed pending the full working out of the schemes contemplated in the orders on the Education Memorandum and the necessary legislation, was given effect to from 1st July 1931.

(6) The scheme of Compulsory Education be extended to ten more centres, in addition to 240 centres already in existence, with a view to include almost all important and populous centres within the operation of the scheme.

The question of extension of the scheme was decided to be taken up after placing the working of the scheme in the older centres on a more satisfactory basis.

2. PRIMARY EDUCATION FOR BOYS—(Schools and Scholars).

The following table gives the number of Primary Boys' Schools, the number of scholars in them, the number of girls in Boys' Schools and *vice versa*, during four quinquennial years in column 1:—

Year	Under Public Management		Under Private Management		Number of girls in Boys' Schools	Number of boys in Girls' Schools	Total number of Schools	Total number of boys in all Primary Schools	Average strength per School
	Number of Primary Schools for boys.	Number of pupils in them]	Number of Primary Schools for boys	Number of pupils in them					
1911-12	1,600	59,668	355	9,824	5,189	22	1,955	69,492	35.5
1921-22	2,062	90,798	4,147	8,4405	14,902	192	6,216	160,591	44
1926-27	3,767	173,787	1,891	50,595	21,512	350	5,668	203,210	46
1931-32	4,434	174,686	1,242	36,258	23,482	417	5,676	187,879	39.4

The figures in the above table show that there has been, during the period of review, a remarkable increase in the number of Boys' Schools under public management, as also in the enrolment of boys in them. The number of schools rose from 2,062 in 1921-22, the last year of the previous quinquennium, to 4,434 in 1931-32, while the number of pupils increased at the same time from 90,793 to 174,686 or by 92.4 per cent.

The figures further disclose that at the end of the year 1926-27 or the first half of the decennium, the number of pupils increased by 82,994 for an increase in the number of public schools by 1,705, which works out the rate of increase at 48.7 pupils for every new school started. But practically every new school started during the period was a single-teacher school in rural areas with a strength of 30 to 40 pupils and the increase of strength has to be attributed partly to the normal increase of strength in older schools particularly in urban areas. The same rate of increase in the number of pupils could not, however, be kept up during the second half of the period, as is evidenced by the fall in the average strength per school from 46 pupils in 1926-27 to 39.4 pupils in 1931-32. This decrease in the number of scholars in public institutions was due to—(1) the amalgamation of Girls' and Adikarnataka Schools with general Schools, (2) the reduction of a large number of

Incomplete Middle Schools to privileged Primary or Primary Schools, (3) the acute economic depression which has compelled parents in villages to withdraw their children from school and to utilise their labour, (4) the elimination of nominal strength in many schools by removing from the rolls, the names of pupils long-absent, and (5) the strict enforcement of the rules of admission, which checked effectively the tendency on the part of teachers in village schools to admit children of even 4 and 5 years of age.

Another important fact to be noticed is that out of a total strength of 174,686 pupils in 1931-32, there were 23,482 girls, *i.e.*, more than 1/7 of the total number, reading in Boys' Primary Schools, which indicates that co-education in the State Primary Schools has made a steady and gratifying progress and has thus obviated the necessity of making separate provision on a large scale for little boys and girls. The need for providing women teachers in all co-educational schools has been recognised, but the process of recruitment has been slow since it depends on an adequate output of qualified women teachers, and on the possibility of finding places for men already in service in Girls' Schools. The women teachers who are generally recruited from urban areas have often shown an unwillingness to serve in rural areas, on account of their special difficulties.

The figures for the year 1911-12 indicate the normal development made till then in primary education, before the policy of starting Aided Schools was inaugurated in the year 1914. A comparison of these figures with the figures for the year 1931-32, as well as with those of other quinquennial years given in the table, will disclose the rapid expansion during the period of review, the number of public schools and scholars having risen from 1,500 and 59,668 in 1911-12 to 4,434 schools and 174,686 scholars in 1931-32, the increase being nearly three times in either case.

This expansion was, in a great measure, the outcome of the increasing interest evinced by the public in the spread of education among the masses during the period of review. Communities inclusive of the Depressed Classes, who were educationally backward have awakened to the necessity of educating their children and set up through their representatives on popular assemblies an insistent demand for more and more schools. Economic conditions being more favourable during the first half of the period, *i.e.*, from 1922-27, Government met this popular demand by undertaking schemes of expansion, the expenditure on which was met by direct grants from Government and by cess realisations in all the districts of the State.

3. SCHEMES OF EXPANSION.

(a) CESS SCHEMES.

The following table shows the estimated annual cess income in each district, the total recurring expenditure sanctioned up to the end of the year 1930-31, the Government special grant made to the districts for the conversion of deserving Village Aided Schools into Government Institutions, the items and the year or years of expansion :—

Name of District	Estimated annual cess income	Total recurring expenditure sanctioned up to the end of the year 1930-31	Government grant	Items of Expansion					Years of Expansion
				Conversion of Village Aided Schools into Government Institutions	Opening of fresh schools	Number of schools where in additional staff was provided	Development of Incomplete Middle Schools into Middle Schools or Primary Schools into I. M. Schools	Number of schools wherein Practical Instruction Classes were opened	
Bangalore	Rs. 90,000	Rs. 81,000	Rs. 10,000	141	44	59	52	9	1921-24; 24-25; 27-29; 29-30.
Chitaldrug	60,000	54,400	10,000	100	53	76	18	2	1922-23; 23-24; 24-25; 27-28; 29-30; 30-31.
Shimoga	66,000	59,600	7,500	146	32	25	20	6	1923-24; 25-26.
Haasan	67,500	67,500	7,500	151	111	27	9	3	1924-25; 25-26; 26-27; 27-28; 28-29; 29-30; 30-31.
Tumkur	60,000	59,000	7,500	149	19	35	25	6	1924-25.
Mysore	1,15,000	1,02,200	10,000	159	254	67	20	11	1926-27; 27-28; 28-29.
Kadur	46,920	43,400	7,500	101	82	28	6	...	1927-28; 28-29; 29-30.
Kolar	79,000	79,000	...	127	205	81	...	...	1929-30; 30-31.
Total	...	...	...	1,044	620	381	150	86	...

It will be seen from the table that cess schemes were formulated by the Department with the approval of the District Boards concerned and the sanction of Government obtained almost throughout the whole period beginning from 1922-23 and ending with 1930-31. Under the schemes, 1,044 Aided Schools were converted into Government Institutions at a cost of Rs. 1,51,546, 820 fresh schools opened at a cost of Rs. 1,66,403, Improvements of staff effected in respect of 331 schools at a cost of Rs. 65,995, 150 Incomplete Middle or Primary Schools developed into Middle Schools or Incomplete Middle Schools at a cost of Rs. 1,13,134, and 36 Practical Instruction Classes attached to Middle Schools, started at a cost of Rs. 23,324, the cost being recurring in each case. In working out the proposals, a margin of 10 per cent out of the realisations was reserved to meet fluctuations in collection, and this has been kept up more or less in five districts, while the remaining three have utilised the revised expected annual income in full. The scheme of expansion, which has been at a standstill since 1st July 1931, is proposed to be taken up with the improvement of the financial resources of Local Education Authorities and of Government.

(b) GOVERNMENT SANCTIONS.

In addition to the non-recurring grants made to seven of the cess levying districts, Government made an additional grant of Rs. 50,000 in 1929-30, for the expansion of Primary Education in rural areas, under which 145 new Primary Schools were opened; 60 Aided Primary Schools were converted into Government Institutions, and 15 additional hands were sanctioned to existing schools during 1929-30. The pay of the 220 posts thus created was fixed at Rs. 20 each, and it was intended to create fresh posts in Primary Schools only on Rs. 20 and above so as to raise progressively the scale of pay in Primary Schools. Under the above schemes, 1,104 Village Aided Schools were converted and 965 fresh schools started.

(c) EXPENDITURE UNDER THE ELEMENTARY EDUCATION FUND.

Consequent on the transfer of control over Primary Education to the Local Education Authorities constituted under the Elementary Education Regulation of 1930, the Education Cess Fund accounts of the several districts were closed and the balances at the credit of the account remitted to the concerned treasuries, to form the nucleus of the Elementary Education Fund.

The following table will show cess collections inclusive of accumulated balances credited to each of the Local Education Authorities, Government recurring grant made in each case, income from other sources, total amount available for expenditure during 1931-32, expenditure incurred during the year and the balance as on 1st July 1932:—

Name of the Local Education Authority	Cess collections inclusive of accumulated balances credited	Government Grant	Other receipts	Total amount available for expenditure during 1931-32	Expenditure during 1931-32 including buildings	Balance on 1st July 1932	Remarks
Bangalore District	Rs. 1,34,935	Rs. 2,17,344	Rs. 338	Rs. 3,52,617	Rs. 2,95,530	Rs. 57,087	(a) Of this Rs. 1,495 represents contribution from Village Panchayets on account of Village Panchayet Schools
Mysore do	2,77,295	2,77,140	1,950(a)	5,56,285	4,80,275(b)	76,010	
Hasan do	2,78,957	1,40,892	268	4,20,117	2,01,964	2,18,133	(b) Includes Rs. 1,00,000 invested.
Tumkur do	97,492	1,93,404	547	2,91,443	2,59,604	31,839	
Sbimoga do	58,808	1,71,444	598	2,30,850	2,46,048	—15,193*	(c) Includes Rs. 1½ lakh invested.
Kolar do	2,86,275	1,88,484	247	4,75,006	4,07,960(c)	97,046	
Kolar Gold Field Area School Board.	8,000	10,000	5	18,005	10,088	7,917	(d) Since adjusted in July and August 1932.
Chitaldrug District	57,303	1,75,992	166	2,33,461	2,45,300	—11,839(d)	
Kadur do	70,320	99,732	445	1,70,497	1,46,225	22,272	
Bangalore City							Elementary Education Fund is not yet formed. Transactions are still being accounted for under Municipal Funds.
Mysore do							
Tumkur Town							

* Adjusted in 1933-34 by a lumpsum grant of Rs. 15,000 from Government.

(d) NUMBER OF PRIMARY BOYS' SCHOOLS STILL NECESSARY ACCORDING TO THE CENSUS OF 1931.

In spite of the very satisfactory increase in the number of schools and scholars recorded above, the number of Primary Schools for boys to be provided with a view

to making Primary Education compulsory is still very large. According to the Census of 1931, the total male population in the State is 3,284,554. Fifteen per cent of this number, *i.e.*, 492,683, is the school-going population, 80 per cent of which *i.e.*, 394,146 can be brought into school even under strict rules of compulsion. At the average strength of 39·4 pupils as in the year 1931-32 or roughly 40 per Primary School, there is provision for 227,040 boys of school-going age in the existing 4,434 Government and 1,242 Aided Boys' Primary Schools. The number which still remains to be provided is 167,106, which at the same average strength, would require 4,177 schools, (or 4,200 in round numbers). The extra cost involved at the average expenditure of Rs. 321 incurred per Primary School for boys during 1931-32, would be roughly 13·5 lakhs of rupees, exclusive of the non-recurring cost for buildings and equipment and the recurring cost of additional inspectorate and training institutions that would be simultaneously required.

4. VILLAGE AIDED SCHOOLS AND VILLAGE PANCHAYET SCHOOLS.

Village Aided Schools.—Reference has already been made to the abnormal rise in the number of aided schools during the preceding quinquennium, as also to the causes which contributed to their subsequent decline. From the table of schools and scholars given under Primary Education for boys (*vide* page 25), it will be seen that there was a continuous drop both in the number of schools and scholars from 4,147 schools with 84,405 pupils in 1921-22 to 1,242 schools with 36,253 pupils in 1931-32. As contemplated in the Memo Orders, 1,104 aided schools which served the needs of a sufficiently large population were converted into Government institutions and 1,801 schools including Adult Night Schools were abolished, during the period under review. Many of the abolished Aided Day Schools had only the infant class, and an additional class in rare cases, so that their very structure would not permit children reading in them ever to obtain the benefits of permanent literacy.

It is generally agreed that the condition of Aided Primary Education is so unsatisfactory that any adequate improvement can be effected only if all the various forces and influences, such as, conditions of recognition, external management and its responsibility to meet a portion of the teacher's pay and inspection, that can be brought to bear upon aided schools are made to function to the fullest practicable extent. In the absence of such remedies, the only course left open would be to convert, as has been done already, all the fairly efficient aided schools out of the remaining 1,242 schools into Board Schools, leaving only such as are efficiently managed without any alteration in their status. Organised educational agencies, managing their schools efficiently, may even be encouraged by more liberal grants, so that they might work in harmony with the Department, and complement its work by serving a purpose, which, in case of a Board School, could only be achieved at a greater cost to the State.

Village Panchayet Schools.—The question of formulating a scheme by which Village Panchayets might be enabled to open and maintain Primary Schools in their areas, having been repeatedly urged both in the Representative Assembly and the Legislative Council, Government ordered an experiment being made by authorising the District Board of Mysore to open 54 Village Panchayet Schools on a grant-in-aid basis during the year 1927-28. Under the scheme, each Village Panchayet Committee will be paid a sum of Rs. 100 per annum for the maintenance of the school, to be supplemented by a sum of Rs. 44 out of its own resources. The Panchayets will exercise complete control over the school, the function of the Departmental Officer being limited to mere educational supervision and inspection, necessary to maintain the required standard of efficiency.

During the year 1928-29, 30 more Village Panchayet Schools were opened in the Mysore District. In the year 1929-30, 25 Village Panchayet Schools were started in Chitaldrug District followed by the starting of 33 Village Panchayet Schools in Kolar District in the next year. Thus there were in all 142 Village Panchayet Schools working under the scheme at the close of the year 1931-32.

These Village Panchayet Schools are not as efficient as the Board Schools for want of sufficient experience on the part of several Village Panchayets to manage them without personal, local or party interests. The Mysore District Board attempted to get the Village Panchayets pay their contributions to the funds of the Board and make direct payment of salary to the teacher. Such an arrangement is very necessary, and deserves to be tried further as a temporary measure.

To enlist the active co-operation of the Villagers through their organised Village Panchayets is, no doubt, an excellent means not only for a more rapid spread of Primary Education in these days of financial stringency but also for educating them in methods of local self-government.

5. WASTAGE AND STAGNATION.

To estimate how far the Primary Schools have contributed to increase the literacy of the people and whether the results achieved so far have been commensurate with the increase in expenditure on both Boys' and Girls' Primary Schools from 11.4 lakhs in 1921-22 to 22.1 lakhs in 1931-32, it would be necessary to examine the conditions prevailing in these Primary Schools, with a view to finding out whether the pupils have progressed satisfactorily from class to class and reached the IV Year Class in large numbers, it being accepted that no pupil, who has not completed the full four years' course, can be considered to have become permanently literate.

The following tables give the number of pupils in boys' schools by stages during the second half of the period and the Wastage in the number of pupils.

(1)

Year	Number of pupils in Primary Schools for boys					Percentage of boys in the I Year Class to the total strength in the four Primary Classes
	Class I	Class II	Class III	Class IV	Class V (Vernacular and Middle I year)	
1927-28 ...	1,02,003	53,753	45,486	20,145	6,571	46.1
1928-29 ...	1,28,017	40,012	30,626	20,334	8,180	53.2
1929-30 ...	1,31,529	43,193	32,234	22,337	9,047	57.1
1930-31 ...	1,12,277	43,486	32,750	22,456	10,853	54.57
1931-32 ...	1,10,564	44,448	30,676	21,901	12,444	52.42

(2)

Year	Wastage in the number of pupils			
	Between Class I & II	Between Class II & III	Between Class III & IV	Between Class IV & V
1928-29 ...	61,991	23,127	25,152	11,965
1929-30 ...	84,824	7,778	8,289	11,287
1930-31 ...	88,103	10,443	9,778	11,484
1931-32 ...	67,829	12,810	10,849	10,012

The figures in table (1) show the successive diminution in the number of pupils in the four classes of Primary Schools as also in the number of pupils who continue from this stage and pass on to either the English Middle or Vernacular Lower Secondary Schools. Of the 1,02,003 pupils in the I Year Class in 1927-28, only 22,456 or 22 per cent reached the IV Year in 1930-31, of whom 12,444 pupils or 12.2 per cent continued in 1931-32 to study in the first year class of Secondary Schools.

The figures in table (2) give an idea of the wastage and stagnation which occurred from class to class. The number of pupils in the I Year Class in 1927-28 was 1,02,003; the number of pupils in Class II in 1928-29 was 40,012 and hence the wastage between these two classes was 61,991 or about 60 per cent. Similar wastage is observed for all the other years in the table.

The Educational Survey of 1927-28, conducted in the two districts of Bangalore and Kadur, has disclosed also the enormous diminution from class to class in Primary Schools and estimated retardation at 20 per cent of the pupils by one year, 13 per cent by two years and 9 per cent by three years. Several other conclusions drawn therein and borne out by the present figures are that wastage and stagnation

occur to a larger extent in aided schools than in Government schools and in rural areas than in urban areas, and that retardation was greatest in the I Year Class, resulting in heavy wastage by premature withdrawal of boys and girls at an average age of 12 and 10 respectively. This is a serious state of things, and one prevalent all over India.

Speaking about the subject of wastage before the State Conference of Primary and Middle School Teachers held at Bangalore in December 1932, the officiating Dewan observed as follows :--

"The falling off in strength between class and class of Primary Schools, called wastage by educationists, is distressingly heavy, and so long as this condition continues unremedied, any increase in the number of institutions, or of children at school, or in any additional expenditure on Elementary Education, does not indicate a corresponding improvement in the expansion of literacy and is not a matter of gratification. There is something wrong with a system that permits such waste, and it is high time that effective action was taken to mend it."

The most important causes of wastage and stagnation have been referred to by the Deputy Directors of Public Instruction of Mysore and Shimoga Divisions in their annual reports, and they, as well as the remedies that have been applied so far, may be summed up as follows :--

(1) The apathy of the parents towards education of their children, due to extreme poverty or inability to appreciate the advantages of keeping children sufficiently long at school.

Strenuous efforts have been made by the Inspecting Officers by propaganda work, particularly in rural areas, to arouse the interest of the parents to the advantages of education as a sure remedy to economic distress. The Primary and Middle School Teachers' Associations, Parent-Teacher Associations and School-Day Celebrations are among the important means adopted to secure this end. Tangible results can only follow improvement in the economic condition of the parent and in his being educated first before he can appreciate the education of his children.

(2) Irregular attendance of pupils and their admission during all months of the year.

Instructions have been issued to admit pupils at specified periods in the year and to remove the names of very irregular boys from the rolls, which procedure is now strictly enforced, but the only effective remedy is the application of universal compulsion which is hoped to come into force by about the year 1941.

(3) The predominance of single-teacher schools of unwieldy size and with children of different levels of attainment.

It is obvious that a Primary School of four classes, with 30 to 40 boys of whom those in the I Year Class are in different stages of progress, cannot be efficiently managed by a single teacher, however qualified or hard-working he may be. Several attempts have been made to minimise the evils arising from these schools of a necessary-evil-type. In the year 1927-28, an experiment was tried in working about 40 single-teacher schools in the Mysore Division on the double shift system wherein the school was divided by the teacher into two sessions, each sitting for 3 hours a day. The method enabled the teacher to handle the infants and the more advanced pupils separately, while it allowed the latter leisure to help their parents in field work. The experiment proved a success here as in Assam, but had to be abandoned due to some extent to the conservative criticism of the parents, and mainly to the want of funds to pay a small allowance to the teachers in such schools for the extra work devolving upon them.

The next step aimed at consolidation with a view to bringing about a well-equipped central school with a number of branch or feeder schools. The III and IV Year Classes were abolished in single-teacher schools and the boys were admitted into the Central Schools, situated within a radius of a mile and a half. The branch schools were not, however, placed under the direct supervision of the teachers of the Central School, as has been done in the Punjab.

A redistribution of teachers was also made by removing teachers from schools, where they were unnecessary due to the fall in strength and giving them to schools, where the strength had outgrown the staff provided. Single-teacher schools in the same area were amalgamated as in the year 1930-31, and the savings accruing therefrom were ordered to be utilised for giving additional hands to schools which were in need of them.

Further, the policy, approved by all educational authorities and upheld by the Royal Commission on Agriculture, that no Primary School can be efficient which has less than two teachers, has been accepted as an ideal to be realised whenever circumstances and funds permit.

(4) Shortness of the course and unsuitability and unreality of the curriculum.

The strengthening of the staffs of Primary Schools cannot by itself prove a sufficient remedy. The length of the course should be increased, as is now under contemplation, to a continuous course of 6 years in all Primary Schools so that pupils may be encouraged to stay at school for a longer period and turn out to be permanent literates with some taste and capacity to increase their knowledge by self-effort. This lengthening of the course will bring education of a higher grade to the very doors of the masses and will, at the same time, help to bring about one of the most important reforms required in the Primary Schools, namely, the adaptation of the curriculum to the actual conditions of urban and village life.

(5) Low qualification of teachers, their inadequate training, and inadequate pay.

The minimum qualification for appointments in Primary Schools has been fixed by Government as a pass in the Lower Secondary Examination. The general knowledge of such candidates who have received all their education only in Primary Schools often not well-equipped and staffed is exceedingly meagre. In addition, they are generally untrained, since the rate of recruitment in recent years has been largely in excess of the rate of which teachers can be trained. Writing about the qualifications of the present set of teachers in Primary Schools, the Inspector of Primary and Middle School Education stated in his report for the year 1926-27 as follows:—"A great majority of the masters in Primary Schools have only the Lower Secondary Examination Certificate, a third of them have undergone the Lower Secondary Training Course and half of this have completed the certificate of training. It is regrettable to note that the Primary Education of the State, which is after all the foundation should be entrusted to a corps of teachers, who have passed the lowest public examination in the State."

With a view to remedying the defects, the period of the Lower Secondary Training Course was extended from one to two years in the year 1925-26, the additional year being mostly devoted to the improvement of the general knowledge of the teacher. A further revision of the Training Courses has been ordered to come into force from the year 1933-34, the main feature of the revision being the institution of a single Vernacular Course extending over a period of three years, in the place of the existing Vernacular Upper Secondary Classes, and Upper Secondary and Lower Secondary Training Courses, and Lower Secondary Training Courses.

In spite of the improvements in the training course, it is a matter of doubt, if all the Primary Schools can become efficient as only a small number can be thus trained annually. The real remedy would be to raise the minimum qualification of entry into this service and so alter the conditions of service as to attract men of better qualifications and character to step into villages and play the part expected of them in the rural reconstruction of the villages. A resolution to this effect was recently passed at the Conference of the Chairman of the several School Boards and of Presidents of Local Education Authorities.

Writing about this subject, the Deputy Director of Public Instruction, Mysore, states in his report for the year 1927-28 as follows:—"If it could be made worthwhile for S. S. L. C.'s and Upper Secondary's to become teachers of Primary Schools, they would not only be able to give more efficient instruction in the ordinary school subjects but also be fit to receive instruction in Agriculture, etc., and give a local practical bias to Primary Education on the content side. At least three scales of pay like Rs. 20-1-30, Rs. 30-1-40, and Rs. 40-2-50 are necessary for this purpose. But there are obvious financial difficulties in financing such a desirable scheme at present." As a first step towards this end, however, the minimum scale of Rs. 20. was adopted in all the Primary Schools subsequently started.

The phenomenon of wastage and stagnation of pupils in Primary Schools is not peculiar to Mysore, but is common to all Primary Schools in British Indian

provinces. In support of this, the following extract from the Report of the Simon Commission may be quoted :—

“Making every allowance for the situation created by the sudden large influx into the lowest classes of Primary Schools,.....the fact that, of the 34,53,046 boys who entered Class I in schools in British India in 1922-23, only 6,55,101, or nearly 19 per cent as against 22 per cent in the State, survived to reach class IV in 1925-26, and that the rest had fallen out by the way or had vegetated in lower classes, without any prospect of attaining even initial literacy is lamentably significant.”

That the subordinate inspecting staff have fought hard against undue retardation and went to the extent of reducing its percentage in the I year class from 58.2 in 1928-29 to 52.42 in 1931-32, is borne out by the Deputy Director, Mysore Division, who, in his report for the year 1931-32, observes as follows :—

“This decrease in the retardation was on account of remedial measures taken, such as insistence on periodical admissions, removal of the names of irregular pupils, reduction in the number of single-teacher schools, employment of trained teachers, and adoption of rational methods of teaching etc.” It may be added that the methods of teaching in the I year class has been greatly improved in several schools.

6. INSPECTION AND SUPERVISION.

In the year 1922-23, the number of Assistant Inspectors was increased to 45 from 27 in 1921-22 with a view to providing for more adequate supervision and frequent inspection, so that the evil of wastage in Primary Schools might be mitigated. This reduced the number of schools in the charge of each Assistant Inspector from even 300 in some cases to an average of about 150 schools. With this increase, it was hoped that there would be material improvement in the quality as well as the frequency of inspections. The hope was not however realised, since a large number of schools in the direct charge of Inspectors, was left uninspected each year, a fact which showed that the number of 150 schools in a charge was rather heavy and that inspectors could not inspect all of them, in view of their various administrative duties and the scattered condition of the schools.

The question of reducing the number of schools in a charge from 150 to 100 and of reducing the minimum number of days of touring from 200 to 180 were discussed at length in the Inspecting Officers' Conference held in September 1926. While the latter proposal was accepted, the general sense of the Conference on the former proposal was that the number of schools in a charge may be between 100 and 150.

At present, there are 38 Assistant Inspectors of Kannada schools inspecting 5,384 Boys' and Girls' Primary Schools, which works out at the average of 142 schools per Inspector, the charges themselves ranging from 181 schools in Gubbi Range to 85 schools in Hiriyyur Range. Though the number of days of touring has now been reduced to 144 days in the year as a temporary measure, due to reduction in the allotment of travelling allowances, the question, how to provide each school to have the benefit of two inspections in a year—one detailed and the other general—which it actually needs in its present condition in addition to frequent surprise visits, recommended in the Inspection Code, has to be considered by the Local Education Authorities, when they appoint their own Inspecting officers, in due course.

Since many of the defects now existing in Primary Schools can be mitigated, if not entirely removed by providing for more adequate supervision, the number of schools in a charge should be reduced from the present number to an average of a hundred schools per Inspector by proportionately increasing the number of Assistant Inspectors from 38 to 54. Fixing the number of schools at 100 in a charge was recommended by the Inspector-General of Education in his proposals which formed the basis of the Education Memorandum and its justification would be clear by a comparison with the charges of subordinate Inspecting Officers in the United Provinces, the Punjab, Behar and Orissa, Central Provinces and Assam, where each charge, according to the Hartog Committee Report, consisted of 100, 80, 111, 61, and 104 schools respectively.

7. BUILDINGS AND ACCOMMODATION.

During the period under report, the responsibility for the execution of all works relating to construction, maintenance and repairs of educational buildings

was mainly entrusted to the Public Works Department, except for the period from July 1923 till the end of June 1925, when the Department had its own agency to execute such works. From 1st July 1931 onwards, the responsibility for the execution of works costing less than Rs. 2,000 was transferred to the agencies of the Local Education Authorities.

From the year 1923 onwards till the close of the year 1931-32, a sum of nearly 5.4 lakhs was spent in the construction of new buildings after the type designs, approved by Government during the year 1923-24. A sum of Rs. 70,000 nearly was spent on repairs and Rs. 3,86,000 given in shape of grants. As is already stated, a large number of buildings were constructed, in addition to these amounts spent, by the villagers themselves and by philanthropic gentlemen.

In spite of all that has been done so far, the inadequacy and unsuitability of buildings used for locating the Primary Schools still form another widespread defect. Even in the cities of Bangalore and Mysore, most of the Primary Schools are located in houses built for residential purposes. Many of them are ill-ventilated and stand in the midst of surroundings which cannot but have an adverse effect on the physical and mental growth of the children attending them.

The need for school buildings designed and constructed as such, with adequate space for a school garden and for children's games and recreation, has been of a very pressing nature. According to approved type designs, even a single room measuring 22' x 15' is estimated to cost over Rs. 1,000 and the construction of such buildings to satisfy the needs of all Primary Schools would involve a very heavy investment, nor would their maintenance be an easy affair in view of the fact that such buildings will be scattered all over the State. The only remedy, as resolved upon at the Inspecting Officers Conference held in September 1926, seems to lie in encouraging village communities to construct school buildings of an approved design, with the help of such grants as may be available from the Local Education Authorities, grants being given only in cases where the buildings proposed satisfy the existing and probable needs of the locality as well as principles of hygiene and sanitation. It might be made a statutory obligation on the part of Village Panchayets to construct cheap building with local material and labour, and maintain them with timely repairs.

8. CURRICULA OF STUDIES.

The curricula of studies followed at present in all primary schools were issued by the Department in Notification D. No. 123, dated 15th May 1923, and adopted in all schools from the commencement of the academic year of 1923-24. They provide for the teaching of not only the 3R's but also of such subjects as Moral Instruction, Nature Study correlated with Object Lessons and Drawing, manual occupations such as, Kindergarten occupations, Clay Modelling and Paper-folding, Geography and History, Music, Physical Drill and Games. Under a separate circular, instructions were issued for laying out a school garden, to form an essential part of the Nature Study Syllabus. In many schools, small gardens have been laid out, though it has to be admitted that they are not as much used for purposes of direct instruction, as for the adornment of the school ground.

The present syllabus thus provides satisfactory basis of work in primary schools. In addition to the teaching of purely literary subjects provision is made for manual training which is really mental training through the hand and the eye; for games and recreations, which would enable children to cultivate a love of outdoor life and to develop hobbies in various creative fields; for gardening, the study and practice of which would enable children to cultivate powers of observation, love of nature and a bias for the main rural occupations. In fact, all subjects that are considered essential by educationists are included therein. Still, if instruction imparted in primary school has been merely formal and unattractive to the villager, the fault does not lie in the curriculum but in the teacher with his low qualification and his faulty methods. Unless teachers with higher qualifications capable of receiving sound training and of using better methods of teaching, well-adapted to rural schools, such as the Project Method are employed, conditions of these schools cannot improve, and there is no real hope of their becoming community centres.

9. PRACTICAL INSTRUCTION.

The established policy of the Department is that in the case of pupils in primary schools who would, as a rule, be between the ages of five and eleven, Practical Instruction in the form of a definite agricultural and industrial teaching should not be imparted, but ideas relating to rural life and economy should be conveyed through the medium of lessons in the reading books, their powers of observation developed by a course of Nature Study and their hand and eye trained by means of Drawing, Kindergarten occupations, Clay-modelling and other items of hand work.

Under orders of Government, however, Practical Instruction classes in weaving, mat-making, leather work and smithy, were introduced, as an experimental measure, into 20 Adi-Dravida and Adi-Karnataka primary schools, where the children are comparatively old. Three Adi-Karnataka teachers, who underwent training in mat-weaving in the Central Adikarnataka Institute, Mysore, were, during 1928-29, deputed to learn improved methods in mat-weaving in the Government Trade School, Trichur, and on their return after a course of six months, were posted to the Adi-Karnataka primary schools at Chamarajnagar, Gundlupet and Sosale, for conducting the mat-weaving classes. In 1931-32, there were 16 Practical Instruction classes attached to Adi-Karnataka primary schools.

The experiment proved a failure as will be seen from the following extract from a recent departmental letter addressed to the Local Education Authorities:—

"The Adi-Karnataka pupils of primary schools require at least as much time for their general education as pupils in other schools and they are too tender of an age to profit from such technical instruction. The pupils seem to have suffered in general education, without any corresponding advantage of vocational bias or technical skill. The management of these classes by the Headmasters of primary schools has also been generally unsatisfactory, on account of their low standard of education and status."

Action is being taken to transfer these Practical Instruction classes to Middle Schools, 'which is the lowest stage, where Practical Instruction can be commenced with advantage to the pupils.' The Lower Secondary Examination rules have been recently modified so as to allow subjects of Practical Instruction being taught in the V and VI year classes of the Privileged Primary Schools.

10. EXPENDITURE ON BOYS' PRIMARY EDUCATION BY SOURCES.

The following table gives the expenditure on Primary Education for boys' by sources, percentage of increase, and the cost per school during the quinquennial periods under report.

Year	Expenditure						Per cent- age of Increase	Cost per School
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
1921-22	4,09,272	6,88,690	372	1,027	14,247	11,13,608	...	179
1926-27	13,27,293	2,06,541	33,372	211	10,389	15,77,906	41.7	277
1931-32	14,06,565	3,40,827	53,287	203	21,267	18,22,149	15.5	321

The increase in the total expenditure as well as in the cost per school as compared with the decrease in the total number of schools can be explained by the steady policy of conversion of a number of cheaper aided schools into costlier Government Institutions, which have risen in number as the former have decreased (*Vide* table on schools and scholars), by the starting of new schools with teachers on Rs. 20—instead of the minimum pay of Rs. 15 and by the appointment of additional hands in the better-equipped and more efficient bigger schools, the number of which has been steadily on the increase.

11. ADULT EDUCATION AND VISUAL INSTRUCTION.

In 1922-23, there was 1,257 Adult Night Schools with a strength of 13,713 pupils consisting of boys over 15 years of age and grown-up men. These schools, intended to educate artisans, agriculturists and others, who would be engaged in their avocations during the day, were conducted at nights generally by the day-school teachers in the day school building, a grant of Rs. 5-8-0 being paid to the teacher. These schools do not seem to have awakened among the working classes any appreciation of their usefulness, as will be seen from their continued unsatisfactory condition, resulting in the abolition of a large number of languishing schools, from time to time, in the interest of economy, so that in the year 1931-32 there were only 69 schools with 1 729 pupils in them.

The main difficulties in the way of a successful working of these schools were (1) irregular admissions throughout the year, (2) irregular attendance due to the impossibility of maintaining any discipline over adults, (3) want of a suitable textbooks, imparting instruction useful to the adults relative to their occupations, (4) the long and tedious course of three years wherein the adults had to acquire literacy and knowledge, like children in primary schools reading a serial, beginning from the 'Balabohdhe' and ending with the Third Reader, and (5) absence of frequent inspections and efficient local management.

With a view to curtailing the length of the period by employing methods of quick literacy, experiments were conducted in the year 1926-27 by Departmental Officers, one with the inmates of the Central Jail, and another with the farmer class of working people at Siddapur, Bangalore Taluk, the classes being held daily for one hour and for a period of six months. A third experiment was carried on at Kempanahally, a village in the malnad, near Chickinagalur, during 1929-30. The method employed, in each case, had for its basis the using of the eye much earlier than either the ear or the hand, and in this respect was similar to the demonstration of the 'Daniel Method,' which was arranged by the Y.M.C.A., Bangalore City, in the year 1925-26, with a grant of Rs. 2,000 from Government. As the result of these experiments, it was found that what was taught in an Adult Night School in about a year or more, could be achieved in a period of four to six months.

The expansion of adult education on these improved methods can only be taken up with the improvement of the present financial position. While dealing with this subject in the administration report for the year 1931-32, it is remarked as follows:—

"When the country is making a rapid progress in the political field, it is quite essential that the voters should be educated so as to discharge their duties as citizens. . . . Adult Education has sometimes been given a narrow connotation as being merely intended to equip adults with a knowledge of the two R's, but a more comprehensive content will have to be given and instruction provided in personal hygiene, sanitation and elementary principles of co-operation. The methods of teaching will have also to be improved and the powerful aid of the Cinema, and in the near future, the Radio, enlisted in the cause of the education of the adults."

The revival of adult education on sound and practical lines needs not only funds but a widespread organisation all over the State to combat against illiteracy. Local Education Authorities should set up unofficial organizations in each district, taluk, and, if possible, hoblies, subject to the final control of a Central Board. Each district organization should enlist the services of a Volunteer Corps of social workers and of paid workers also, train them in the field of Adult Education and village uplift work, and send them to villages to set up clubs in Central Schools. The work of these clubs should be directed towards the imparting of literacy and general knowledge and providing such recreation and amusements as will induce the villagers to gather there regularly and willingly. The club should get special newspapers containing stories, news, information on such subjects as cultivation cattle breeding, health, co-operation, etc., and arrange for lectures occasionally with magic lantern, for Harikathas and Cinema shows, and for enactments of dramas and farces, by a set of trained volunteers or by the dramatic associations in schools and colleges.

VISUAL INSTRUCTION.

The scheme of visual instruction in operation during the previous quinquennium was abolished with effect from 1st July 1922, but in view of its importance

as a means of mass education, Government were pleased to sanction a modified scheme, during the year 1926-27. Under the new scheme, a magic lantern was supplied to each high school and placed in charge of the science assistant of the school, who was required to make use of it for imparting visual instruction to the children of various schools in the locality as also for the purpose of adult education and lectures to the public. The lanterns and slides were ordered to be made available to District Boards and other Local Bodies for use in moffusil places on occasions of fairs and jattras. A committee was appointed for the selection of slides bearing on subjects of general interest and educational value and a clerk was given to the Office of the Director to attend to the regular supply of slides to the various schools and all the correspondence connected with the scheme. The scheme was in operation for a period of over three years and, as a measure of retrenchment, was ordered to be suspended with effect from 1st January 1931.

The benefit of the scheme, however, was confined mainly to schools, where it served as an aid to class room instruction, but the scope of its value as a potent instrument for adult education was rather limited. As soon as the financial position improves, the Department hopes to examine the position with regard to the expansion of Adult Education, and to work it up in close co-operation with the Agricultural, Co-operative, and Health Departments.

12. COMPULSORY EDUCATION.

The scheme of compulsory education was first introduced in the year 1914-15, under the Mysore Elementary Education Regulation of 1913, with a view to meeting the growing desire of the people for the enforcement of compulsion. Generous provision was made in the departmental budget, year after year till 1918-19, to increase the scope of the scheme by way of providing additional accommodation, staff, and equipment. The result was that the number of compulsory areas rose from 15 in 1914-15 to 240 in 1917-18, consisting of 103 Municipal towns, 135 villages, and the two cities of Bangalore and Mysore where the scheme was extended to girls also. Though the scheme may be said to have worked fairly well in urban areas, strict enforcement of the Regulation could not be attempted for want of accommodation in existing schools, while in rural areas, the scheme was more or less a failure, owing to the indifference of attendance committees in discharging their duties with any real earnestness, even with the grant of large powers.

The scheme itself had a set back from the year 1919-20 onwards, from which year no provision could be made in the budget for compulsory education owing to acute financial difficulties, nor could a fair proportion of the cost be realised from local bodies, since no financial obligations had been laid on them at the time of introducing the scheme into their respective areas.

Although large additions were made during the period of review to the grants under Primary Education, this increase came almost entirely from the income under education cess and from the state grants ear-marked for conversion of aided schools to Government institutions in cess areas, and these provisions could not be utilised for the purpose of compulsory education.

Lack of funds was thus the primary cause militating against the success of the scheme. The secondary causes were (1) the absence of a paid agency for the regular and timely taking of the census of children of compulsory age, without which compulsion could not be enforced, (2) want of earnestness on the part of attendance committees, especially in rural areas, and of interest in attendance officers, who were required to do honorary work, (3) the absence of a sole authority in the district, responsible for the education of all classes, and (4) the low economic condition of the poorer classes, like the Adikarnatakas, in whose case, sending a boy of compulsory age to school meant a diminution of the slender earnings of the family. These causes were, more or less, of a subsidiary and remediable nature and could not have by themselves made the scheme prove abortive, if only the enforcement of compulsion had been introduced after making adequate provision for a sufficient number of 'school places' to accommodate pupils of compulsory ages.

A comprehensive report on the whole question was submitted to Government in April 1926, and it was ordered that there was no need for the extension of the scheme to other centres as it was not fair to concentrate attention on the compulsory centres to the neglect of others, that the attention of the Department may be confined to the improvement of existing schools and that in all compulsory centres

the local bodies should be asked to contribute their share of expenditure in working the existing scheme of compulsory education. As the result, the control of compulsory education in Bangalore City was transferred to the City Municipality, the Superintendent of the City Municipal Schools being made the Attendance Officer.

With the passing of the Elementary Education Regulation of 1930, the scheme of compulsory education, which was in nominal operation in 240 centres since the year 1921-22, has ceased to operate and all attendance committees and their establishments in these centres have ceased to exist from 1st January 1931. "The lines of a new and a more systematic and rational plan of development of Elementary Education in the State have been laid down in the Regulation, as the result of which a large number of Primary Schools would spring up and every pupil of school-going age would be made to attend school. Thus, extension first on a voluntary basis and then, on a compulsory basis by graduated stages, outlined in the Regulation, will, it is hoped, bring about universal compulsion in elementary education," which is admitted to be desirable on all hands.

Writing on the subject of Compulsion, the Simon Commission observed as follows, "There is much evidence that a discriminating and well-considered extension of Compulsory Primary Education would be not only effective but popular. Universal Compulsory Education is for the present hardly a practicable policy, if only on grounds of finance, but the gradual application of the principle of compulsion is obviously the line on which a higher return of educational value is to be obtained. And that this policy has proved acceptable to many groups of the 'common people' who have come under it, is, in our opinion, the most encouraging feature of the period under review."

13. CONTROL OF PRIMARY EDUCATION BY LOCAL BODIES.

The following statement shows the number of Primary schools transferred to the control of the 12 Local Education Authorities with effect from 1st July 1931.

District	Government Primary Schools		Village aided schools	Panchayat Schools	Adult Night Schools	Other Schools	Total
	Boys	Girls					
Bangalore	583	88	107	...	14	1	793
Kolar	547	59	85	32	6	21	750
Tumkur	467	52	251	...	37	6	813
Mysore	916	83	189	80	28	...	1,296
Hassan	449	38	90	...	3	46	626
Kadur	379	25	45	...	...	4	453
Shimoga	546	48	164	...	1	16	775
Chitaldrug	420	27	37	25	...	...	509
Bangalore City	27	24	...	...	1	1	53
Mysore City	24	17	...	...	6	5	52
Tumkur Town	7	3	...	...	1	...	11
Kolar Gold Fields	18	2	21	1	...	...	42
Total	4,383	460	989	138	97	100	6,173

The following observations are made on this subject in the Administration Report for the year 1931-32:—

"Although one year is too short a period to generalise on the effects of the transfer, enough experience has been gained to know that the transfer, which was inevitable in any case, has only brought Mysore into line with British India, and has produced no untoward results. The effectiveness of the transfer has been affected by two limitations. In the first place, it was not found possible, due to financial stringency, to transfer a separate Inspecting Staff to work entirely under the direction of the School Boards, and in the second place, the shortage of finance has made it difficult to meet the requisitions of the Local Education Authorities for immediate additions to the staff of schools, etc. It is a duty imposed on the Local Education Authorities to submit a programme of expansion of Primary Education, but it is doubtful as things are, whether it will be possible either for them to meet their own share of the increase in the expenditure or for the State to contribute its quota in the near:

future. The economic blizzard has blighted many a hope of development and expansion, and nowhere is the disappointment so great or so disastrous in its effects as in the Department of Primary Education."

During the two years since the transfer of control, it is gratifying to note that the members of various School Boards have evinced a keen interest in the working of the schools entrusted to their charge, and that there has been close co-operation and cordial relationship between the school Board Officers and the School Boards. Besides meeting frequently and taking a lively interest in the discussion of quite a large number of subjects, several of the Boards have tried to effect improvements in the organization and the working of Primary Schools.

The City School Board, Mysore, has inaugurated a council of all Head Masters of Primary Schools with the object of bringing about a uniform progress in the methods of instruction and organized also a cub-master's class with 20 members. The City School Board, Bangalore, organized for the physical training of teachers and established a co-operative society for the teachers of Municipal Schools. The District School Board, Chitaldrug, in co-operation with the School Board Officer, have opened model schools at headquarters of several ranges and a Nursery School at Davangere and have introduced the study of Kannada in four of the Central Urdu Primary Schools. The District School Board, Kolar, have effected a suitable re-distribution of teachers and introduced the Double-Shift System in ten centres.

While these activities are laudable in themselves, the work that lies specially before the District Boards is enormous. Though the present financial difficulties have prevented the Local Education Authorities from satisfying the keen demand for more schools in rural areas, the work of expansion will have to be taken up urgently, in the interests of the large number of children of compulsory age, who are without any schooling, in spite of the willingness of their parents to send them to school. In this connection, the School Boards may, with advantage, attend also to the following suggestions, among others:—

(1) To prepare schemes for the consolidation and concentration of Elementary schools at suitable centres, with Branch Schools all round, to secure not only educational efficiency and financial economy, but also a practicable development of the large central schools, with the lengthening of the course to six years, into higher elementary schools providing for higher education as also for vocational instruction of the type suited to the needs of the locality,

(2) To cause a census of children of compulsory age being taken in each unit area, with a view to finding out the number of school places still necessary and to arrive at an accurate estimate of the cost of any scheme of compulsion,

(3) To organize influential School Committees or utilise the services of the Village Panchayets as provided for in Section 45 of the Regulation and make them responsible for improving the strength in existing schools and securing the regular attendance of pupils and necessary additional accommodation and equipment wherever possible.

(4) To establish Nursery Schools at all District Headquarters and model schools at the headquarters of each range to begin with,

(5) To conduct experiments to find out the best type of education suited to each locality that can be introduced into post primary classes of rural schools, as it has been done in Ceylon, where a scheme aiming at bringing school work into closer relation with the lives and occupations of villagers, has been successfully worked out and introduced into 14 centres. The scheme has been drawn up under four headings, namely, (1) Health Work, (2) Study of the Locality, (3) Occupations, and (4) Literature, Art, Music, and etc., and as the majority of the pupils attending rural schools become cultivators or village craftsmen, agriculture and training in crafts have been given an important place in the scheme, (*Vide* pages 17 and 18 of Part IV. Administration Report of the Director of Education, Ceylon, for the year 1932), and

(6) To arrange to celebrate an Education Week at some convenient time in the year with an educational exhibition, lectures, and demonstrations, the object being not only to make the occasion instructive to the gathering in respect of educational ideas but also to demonstrate to the public the useful work done by the schools maintained for them and at their expense and imbibe in them the importance of the teacher's work and the need of employing only the right sort of people for the purpose.

It may be added that during the last week of November 1933, an Education Week, the first of its kind in the State, was organised by the School Board Officer, Chikmagalur, mainly with the object of interpreting the aims, achievements, and needs of the schools in the district before the public and of demonstrating to them the useful work done by the schools during the past three years. The Education Week which was celebrated in the important centres of the district was a three-days activity, culminating in the assembly day, at which the Director of Public Instruction was present, and it was observed that there was 'an extraordinary amount of work on all sides that had gone to make the Education Week in the district a thorough and gratifying success.'

Apart from its utility to the masters as a means for audit and self-criticism and to the children who took a lively interest in working side by side with their teachers, the Week was of immense use in the way of propaganda work among the public in the cause of education. The exhibitions, the lectures, the songs and the theatricals brought home to the public the all-embracing character of education at the present time, and the large demand it was bound to make not only on Departmental support but also on the generosity of the public.

14. THE FUTURE OF ELEMENTARY EDUCATION.

From the foregoing paras, it will be seen that the present condition of Primary Education in the State, as elsewhere in India, is far from being satisfactory and that there is a good deal of wastage, retardation, and irregular attendance in Primary Schools. Much has to be done both to check this wastage and improve the quality of instruction imparted in the schools. A powerful forward policy in increasing the supply of 'school places' is imperative, when it is seen that barely half the number of children of compulsory age have so far been provided. To prevent the tendency on the part of many pupils dropping off at the primary stage and thereafter lapse into illiteracy, the immediate need is to extend the Primary course to one of six years, to secure not only permanent literacy but also a vocational bias in all pupils who do not or cannot go up to the secondary stage of education. The methods of teaching should also be revised and brought up-to-date, while the Primary Schools should be staffed with teachers of higher general qualifications, who will not only equip themselves thoroughly for their work specially in rural schools, but will also throw themselves into such work with missionary zeal and spread education among the masses.

Speaking before a Conference of Teachers, *Rao Bahadur* S. E. Ranganadhan says as follows:—

"You must not imagine that your work is confined to the four walls of the school room or to the limited hours of the school time table. You have to do your work every minute of your waking lives. You should take in hand the education of the parents as well as that of their children and should endeavour to make the school, the centre of the social and cultural life of the village community. By starting village libraries, by assisting in the conduct of health and welfare leagues, rural co-operative societies and bhajna clubs, and by disseminating correct information about the aims, objects and doings of Government, you will promote the general education of the whole village community." It is such a type of teachers that can undertake successfully work of this kind which the present conditions require and it is needless to say that their position must be made comfortable from all points of view.

To sum up, "compulsion, longer duration of the Primary Course, the introduction of the project method, improved qualifications of teachers and employment of women teachers should form the future policy of Elementary Education."

CHAPTER V.

SECONDARY EDUCATION (BOYS).

A. GENERAL.

(1) DIVERSITY IN SECONDARY SCHOOLS BEFORE THE PERIOD OF REVIEW.

IN the previous quinquennium, Middle Schools in the State were of two distinct types, one, the Vernacular Middle Schools, which imparted instruction entirely in the Vernacular, and the other, the Anglo Vernacular Schools, which taught also English and were intended to train pupils for admission into High Schools.

The Vernacular Middle Schools had a six year course, the highest class being the fifth Vernacular Standard and the lowest, the Infant A and B Classes. Candidates passing out of these schools were not eligible for admission to the High Schools unless they passed in English by taking an additional course in Anglo-Vernacular Schools. This resulted in a waste of valuable time in the career of a school boy and became a source of discontent among the rural population, who desired English education for their children. To meet this demand, Government Kannada Schools in rural areas were allowed to start Aided English Classes, the pay of the English teacher being borne by the people, it being understood that such of these rural Anglo-Vernacular Schools as worked satisfactorily would be converted later into Government Anglo-Vernacular Schools. In addition, a scheme of special English classes was also sanctioned to train pupils passing the Kannada Lower Secondary Examination for admission into English High Schools after a short course of two years' instruction in English. The Anglo-Vernacular Schools had a five years course above the Vernacular II Standard, and while a small number of them consisted of only the Anglo-Vernacular classes, the majority had the Primary sections as well. There was thus a considerable diversity in the middle grade of education, which was the outcome of the expedients adopted from time to time, for the purpose of providing facilities for higher education to the pupils educated in the Vernacular Rural Schools.

A similar want of uniformity existed in High Schools also prior to 1916-17; while in some, all the classes from the English I Standard to the VI Form were maintained, in some others, classes from the III Form upwards or IV Form upwards only were maintained.

(2) MEMORANDUM ORDERS AND MIDDLE SCHOOLS.

With a view to securing uniformity and efficiency in the middle grade of education and at the same time afford equal opportunities of English education to people in rural as well as in the urban areas. Government were pleased to order (1) that the distinction, between the Anglo-Vernacular and Vernacular Middle Schools, should be done away with and that 250 Vernacular Middle or Rural Anglo-Vernacular Schools, out of the existing number, should be converted to fully developed Middle Schools of a bilingual type in the course of five years at the rate of 50 schools every year, (2) that all Middle Schools should provide for a four-year course in four Anglo-Vernacular forms, and that Primary Sections attached to Middle Schools should be constituted into separate Primary Schools under separate Head Masters, (3) that the medium of instruction throughout the Middle School Course be vernacular, English being taught only as a compulsory second language, (4) that Drawing and Elementary Science be introduced as compulsory subjects into the curriculum, and (5) that the scale of staff and pay of teachers should be so revised as to permit of graduates and under-graduates being appointed as Head Masters, the minimum qualification for entry into this service being Secondary School Leaving Certificate with necessary professional training.

(3) MEMORANDUM ORDERS AND HIGH SCHOOLS.

Steps having already been taken before the year 1916-17 to separate Middle School sections from High Schools, Government ordered (1) that no High School should be opened with less than 40 pupils in the IV Form, nor continued if the

total strength of the High School Classes fell below 75 and that no class should have more than six sections in the Cities of Bangalore and Mysore or more than three in other High Schools, (2) that provision for teaching Natural Science as an optional subject should be extended gradually to other High Schools outside Bangalore where such provision already existed and that classes in Natural Science, Commerce and similar subjects should not be opened unless there were 20 students taking the subject, (3) that English must continue as the medium of instruction (4) that an expert committee on which the University should be adequately represented be appointed to examine and revise the entire curriculum of the S. S. L. C. Course, and (5) that the scales of establishment and grades of pay be revised as directed in the orders.

(4) NUMBER OF SCHOOLS AND SCHOLARS.

The following statement shows the number of Secondary Schools and scholars during the years 1921-22, 1926-27 and 1931-32:

Year	High Schools		Middle Schools		Kannada High Schools		Kannada Lower Secondary Schools		All Secondary Schools	
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars
1921-22	18	5,299	153	13,570†	4	247	235	4,295†	410	23,251
1926-27	23	5,933	235	20,944	3	225	289	4,904	550	32,006
1931-32	29	6,596	290	29,899	3	227	229	3,355	551	40,077

* Includes Anglo-Kannada Schools only.

† In 1921-22, English Middle Schools and Kannada Lower Secondary Schools had Primary sections attached to them and since actual figures are not available, figures based on the average strength of similar schools as in 1926-27 are taken, but the actual figures would be far less.)

It will be seen from the table, that, during the decade, there was an increase in the number of secondary schools by 141. The number of scholars also rose from 23,251 in 1921-22 to 40,077 in 1931-32 or by nearly 68·8 per cent. The increase in the number of schools and scholars is an index of the steady demand of the people for increased facilities in English Education, to meet which five more Government and six Aided Municipal High Schools were started and additional sections were opened year after year in existing High Schools. A large number of Incomplete Middle Schools in rural areas were developed into Middle Schools of a full type, though the strength in many of them has remained low, as compared with the strength of Middle Schools in urban areas. The Vernacular High Schools indicate a decrease by one school and 20 scholars, and the Vernacular Middle Schools, by 6 schools and 940 scholars.

(5) EXPENDITURE ON SECONDARY SCHOOLS FOR BOYS BY SOURCES.

The following table gives the expenditure by sources on Secondary Education during the years 1921-22, 1926-27 and 1931-32:

Year	EXPENDITURE FROM.					
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	8,04,737	96,925	1,244	1,38,986	54,519	10,99,411
1926-27	10,31,784	64,301	265	1,60,408	68,340	13,15,098
1931-32	11,17,757	71,149	7,138	1,45,914	78,299	13,62,557

The figures in the above table show that there has been an increase in expenditure on Secondary Education from period to period, the increase in the total expenditure being 2·63 lakhs nearly. The contribution from provincial revenues has risen during the decade by 3·13 lakhs nearly.

The average expenditure per student in each type of secondary schools during 1921-22 and 1931-32 is as follows :—

	1921-22		1931-32	
	Rs.	Rs.	Rs.	Rs.
1. English High School for boys	62	91
2. Kannada do	163	246
3. Kannada Middle School for boys	14	28
4. Urdu do	33	72
5. Incomplete Middle Schools for boys :—				
Kannada	21	37
Urdu	21	56

} as in
1930-31

B. VERNACULAR EDUCATION.

VERNACULAR LOWER SECONDARY SCHOOLS.

The orders on the Education Memorandum contemplated the conversion of 250 rural Anglo-Vernacular Schools and Vernacular Middle Schools to fully developed Middle Schools of a bilingual type at the rate of 50 schools every year, and the consequent abolition of the Vernacular Lower Secondary Examination. But, on account of the heavy expenditure involved, this important reform could not be effected, with the result that such of the rural Anglo-Vernacular and Vernacular Middle Schools as had a strength of over 15 pupils in the Vernacular III and IV classes were split up into Incomplete Middle and Primary schools, while the rest were reduced to the Primary stage. Two hundred and seventy-three Incomplete Middle Schools thus came into existence, providing instruction in English of the second year standard of the full Middle school as second language. These schools marked a half-way stage in the development of Vernacular Middle schools into English Middle schools and were intended to be gradually converted into Middle schools of a full type as funds became available. They represented also a compromise between the policy laid down by Government that all Middle schools should be of a uniform type with Vernacular as first language and English as a compulsory second language and the loud demand of the people for the continuance of the purely Vernacular Lower Secondary Examination.

The following table gives the number of Incomplete Middle schools and scholars by management during the years 1922-23, 1926-27 and 1930-31 :—

Year	Government		Aided		Unaided		Total	
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars
1922-23	266	7,568	7	106	...	...	273	7,976
1926-27	284	4,711	5	193	...	...	289	4,904
1930-31	159	3,372	3	92	...	...	162	3,464

In the year 1922-23, there were 273 Incomplete Middle schools with a strength of 7,976. Though, at the outset, there was a great demand for these schools as is evidenced by their increase in the next two years to 313 and 321 respectively, they began to decline from 1925-26 onwards, owing to the very unsatisfactory work turned out in them for the following causes. In the remodelling of schools, the unpassed English teachers of the old rural Anglo-Vernacular schools were mostly absorbed in these schools, and being generally inefficient, they could not develop them into Middle schools. There were several schools with no English teachers at all and the low scale of pay offered failed to attract men of better qualifications. Further, the schools were required to follow an overcrowded curricula of studies and the students in them were expected to attain in two years the same proficiency in general subjects other than English, which students in Middle schools obtained in four years. These causes made the failures in these schools abnormally heavy and thereby weaned away what little support they had at first from the public, specially in rural parts.

The question how to mend these schools was discussed at great length in the Conference of Inspecting Officers, held in September 1925, and it was unanimously

resolved that this anomalous misfit in the educational organization of the State should be ended altogether either by conversion into Middle schools or reduction into Primary schools, with the privilege of preparing candidates for the Vernacular Lower Secondary Examination, wherever necessary. Of the 284 Government Incomplete Middle schools for boys in the year 1926-27, 43 were developed into Middle schools and 82 were reduced to the Primary stage during the year 1927-28, 1928-29 and 1929-30, and of the remaining 159 Government Incomplete Middle Schools in 1930-31, eight schools for boys were developed and 151 reduced to the Primary stage with permission to prepare candidates for the Vernacular Lower Secondary Examination, in pursuance of Government orders dated 6th September 1930 and 30th June 1931. The reduced schools were handed over to the control of Local Bodies with effect from 1st July 1931, and this anomalous type of schools, which could not be fitted into the educational organization was thus completely done away with.

THE VERNACULAR LOWER SECONDARY SCHEME.

The subjects for the Lower Secondary Examination were Kannada or Urdu as the first language, Arithmetic, History and Geography, and two subjects at the candidate's option out of Hygiene, Agriculture, Sanskrit, Persian and Needle-work, the last being intended for girls only. Prior to 1923-24, Anglo-Vernacular and rural A. V. schools were presenting candidates for this examination with English as Second language and one other optional subject while the Anglo-Vernacular schools sent up candidates for the English Lower Secondary Examination also. Vernacular Middle schools and Village Elementary schools with one or more teachers presented candidates for the Vernacular Lower Secondary Examination with three compulsory, viz., Kannada or Urdu, Arithmetic, History and Geography, and two optional subjects, generally Hygiene and Agriculture.

With the remodelling of schools into Middle, Incomplete Middle and Primary schools, the Middle schools were ordered under the new rules to prepare candidates for the full examination with English as first language or English only, while the Incomplete Middle schools had to prepare candidates for the Vernacular Lower Secondary Examination with three subjects in the compulsory group and two in the optional, one of them being English as second language and of the second year standard.

In respect of Primary schools, the privilege of presenting candidates for the Vernacular Lower Secondary Examination was from the year 1924-25 confined to schools with three teachers and later, from 1927-28, to schools with four teachers, subject to the condition that one of the teachers should have passed the Upper Secondary Examination. The revised rules consequent on the remodelling came into effect from the year 1925, till which time the old rules were also continued as a transitional measure.

With the reduction of all Incomplete Middle Schools to the Primary stage, the reduced 'privileged' Primary schools with six classes and Primary schools of four classes with four teachers are permitted to present candidates who offer Vernacular, Mathematics, History and Geography as compulsory subjects and only one of the optional subjects referred to above, till such time as the course of the Vernacular Lower Secondary Examination is extended to three years and adequate provision is made for teaching at least two optional subjects in these schools. In 1931-32 there were 274 'privileged' Primary schools, which are merely general Primary schools, having, in addition to the four Primary school classes, the V and VI year classes also.

The following table gives the comparative results of the Vernacular Lower Secondary Examination and the distribution of successful candidates among different communities :—

Year	Candidates			Distribution by Communities									
	Number Examined	Number Passed	Percentage of Passes	Brahmins	Native Khans	Mahomedans	Kahatriyas	Vaiyyas	Lingayets	Vokkaligas	Jains	Other Hindus	Adharvatas
1921-22	4,247	2,094	49.4	722	2	193	24	38	490	256	22	815	41
1926-27	2,849	985	34.6	216	14	183	16	18	206	149	6	147	35
1928-29	2,825	620	22.00	189	4	106	8	18	138	96	...	...	29

The fall in the number of candidates examined as also in the number of passes was due to the unpopularity of Incomplete Middle schools and to the difficulty of coaching pupils to the level of Middle school candidates in two years, the same question papers being given in subjects common to both, as well as to candidates being presented by inadequately staffed Primary schools.

With the revival of the purely Vernacular Lower Secondary Examination, there appears to be a tendency towards increase in numbers as is evidenced by the figures for the year 1932-33 and 1933-34, the number of candidates examined, the number passed and the percentage of passes being respectively 2,348, 872 and 37, and 2,777, 978 and 35.2.

The Privileged Primary or Vernacular Middle schools bid fair to play an important role in the future educational organization, not only as the sole possible means for mass education, but also as adult education centres. With the wide expansion of Primary education contemplated by the Department and the Local Bodies, the need for a proportionate increase in the number of central schools of this type would arise to provide higher general education as well as training in agriculture and in such other subjects of Practical Instruction as suit the occupations and conditions of the locality.

The Vernacular Lower Secondary Examination should close the first stage of education, after passing in which pupils will have to be diverted into several alternative courses, suited to their individual capacity and hence the need arises to co-ordinate the Privileged Primary schools with other general and technical courses in such a way that a pupil may have the option of either pursuing his hereditary occupation, better fitted for it, or enter an Industrial School at taluk headquarters, or a Training school for teachers or the Middle school, where with suitable arrangements he can be enabled to appear for English at the Middle School Examination after a period of two years.

C. VERNACULAR HIGH SCHOOLS.

In 1922-23, there were four Vernacular High schools or Upper Secondary schools which were attached to the Training College, Mysore, to the two District Normal Schools at Tumkur and Shimoga, and to the Central Adikarnataka Institute, Mysore, the last school being abolished in June 1924, as the number of students was as low as 12. From 1924 onwards, there were only three Vernacular High schools for men, with a total strength of 247, 225 and 227 during the years 1921-22, 1926-27, and 1931-32 respectively.

The main object of these schools was to furnish better qualified hands to be employed as vernacular teachers in departmental and aided schools, after a further Upper Secondary training course of one year. A candidate with U.S.T.C. qualification could either be employed as a teacher in a Middle school or undergo a further collegiate course for the Pandits' and Moulvi's examination to qualify himself for appointment as Pandit or Munshi in a High school. Such chances of employment in Middle schools being few, on account of the competition of under-graduates, comparatively few good students desired to join these classes even with the inducement of liberal scholarships offered by Government.

The Vernacular Upper Secondary course was one of two years and was open to pupil-teachers and private candidates with the L.S., M.S., or L.S.T.C. qualification. The prescribed curricula of studies included (1) a first language, with Advanced Grammar, Poetics and Prosody, (2) A second language which was deleted in 1932-33, (3) Histories of England and India including Civics, (4) Arithmetic, Algebra and Geometry, and (5) Physics and Chemistry, the non-language subjects being generally of the standard of these subjects in English High schools. During 1926-27 on the representation of Head Masters of Upper Secondary schools and Inspecting Officers that the syllabuses were too heavy to be covered within a period of two years, Government, on the recommendation of the Local Examinations Board, were pleased to sanction revised syllabuses in Mathematics and in Science.

The results of the Upper Secondary Examination were as follows :—

Year	Number Examined	Number Passed	Percentage of passes
1921-22	123	43	35
1926-27	171	70	41
1931-32	210	65	31

With the extension of the Lower Secondary Training Course from one to two years in the year 1925-26 and the inclusion of a study of general subjects in addition to the professional subjects, there was an unavoidable overlapping of the general subjects prescribed for the L.S.T.C. and Upper Secondary Courses, as also of professional subjects prescribed for the Lower Secondary and Upper Secondary Training Courses. Hence, the Upper Secondary Course was not utilised by students other than those who were teachers or intended to become teachers. The continuance of the Upper Secondary Course being thus found unnecessary, it has been abolished from 1934-35 onwards, but the course has been amalgamated with the revised Vernacular Teachers' Certificate Course of three years.

D. ENGLISH MIDDLE SCHOOLS.

(1) REMODELLING OF ENGLISH MIDDLE SCHOOLS.

The remodelling of the Middle Schools, contemplated in the Memorandum Orders was given effect to from the beginning of June 1923. All the existing Anglo-Vernacular Schools were remodelled into Middle schools providing for a four year course, preparing candidates for the English Lower Secondary Examination. Primary schools attached to Middle Schools were bifurcated at the same time and constituted into separate institutions under separate Head Masters, and the re-allocation of staff sanctioned in connection with the remodelling scheme was given effect to in May 1924.

(2) REVISION OF THE CURRICULA OF STUDIES.

The Curricula of studies in Middle schools were revised in 1922-23, so as to provide for a four year course including Drawing and Elementary Science in the compulsory group and were adopted from 1st June 1923 except with reference to Elementary Science, which was held in abeyance until such time as necessary staff and equipment could be provided. Since arrangements to teach Elementary Science could not be made on account of financial difficulties, the subject was deleted in the year 1927-28 from the list of examination subjects. The Regulations for the Mysore Middle School and the Vernacular Lower Secondary Examinations were revised so as to include subjects of Practical Instruction—Agriculture, Sericulture, and Industrial subjects like Carpentry, Weaving, etc., under Group B—to enable students undergoing the prescribed three year course in any one of the subjects, to offer it as an optional subject at either examination.

(3) NUMBER AND STRENGTH.

The following table gives the number of Middle schools and scholars by management during the years 1922-23, 1926-27 and 1931-32 :—

Year	Government		Aided		Unaided		Total		Average Strength
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	
1922-23*	149	17,092	20	2,918	3	270	172	20,280	118
1926-27	210	17,525	23	3,250	2	169	235	20,944	89
1931-32	262	25,854	25	3,788	3	257	290	29,899	103

* Since it is not possible to find out the exact strength of Anglo-Vernacular Schools in the year 1921-22, the number of schools and scholars during the first year of the period of report is taken for comparison.)

During the decade, the number of Middle schools increased by 118—113 Government and 5 Aided—and the number of scholars in them by 9,619. To meet the persistent demand for more and more Middle schools, 70 Incomplete Middle schools for boys were developed into Middle schools during the former half of the period under cess sanctions and 51 Incomplete Middle schools were developed during the latter half, the cost thereof being mainly met out of the savings effected by reducing a larger number of inefficient and ill-attended Incomplete Middle schools and a few such Middle schools to the Primary stage. A few new Middle schools were also started and a list of localities, where Middle schools can be profitably started, was prepared and in several cases recommendations made to Government for sanction. These developments have only met in part the demand for increased Middle school education, and, as a transitional measure, the policy has been accepted that in future the aim should be to develop Vernacular Lower Secondary classes in Primary schools to encourage children to undergo a complete six years course of Primary education, and that, for the benefit of those who pass the Lower Secondary Examination and desire to proceed to English schools, special English classes providing a two year course in English should be started, thus providing Middle grade education at less cost until financial conditions improve.

From the table, it will be seen that the average strength of a Middle school has fallen from 118 in 1922-23 to 103 in 1931-32 which has to be attributed to the low strength in many Middle schools in rural parts, due to want of a sufficient number of fully-developed feeder Primary schools, as also want of residential facilities for pupils from interior parts. The rural population is very keen on the development of the hostel system for Middle schools and 19 aided hostels, mostly communal, have already been started. As it is difficult for Government to establish hostels in connection with all or even a large number of Middle schools, the co-operation of the public in this direction has been sought and obtained, with offers of liberal grants towards cost of construction of buildings, and also for maintenance and supervision.

While many of the rural Middle schools have a low strength, some of the Middle schools in district and taluk headquarters outgrew the available accommodation. Such unwieldy schools as were too large for efficient teaching and management were divided into two separate and independent institutions, as in the case of the Middle school, Davangere, and of the Fort Middle school, Bangalore City, but even now a number of Middle schools remain too large for a single institution and lack adequate accommodation and staff.

(4) STAFF, ACCOMMODATION AND EQUIPMENT.

In 1922-23, most of the Middle schools had as Head Masters undergraduates and matriculates many of whom were not well-trained to be able to supervise efficiently the work of the assistant masters and give them that necessary guidance on which depends much of the good work of a school. In 1924-25, of the 205 Middle schools, only 31 had graduate Head Masters. The assistant masters themselves were in several cases failed S. S. L. C.'s and Upper Secondary men who generally took no trouble to prepare previously the lesson they had to teach. Thus, inadequate and insufficient preparation on the part of the teachers, the lack of competent supervision by Head Masters, the absence of direction by the Inspecting Staff and frequent transfers which seem to baffle all attempts at limitation, rendered teaching in Middle schools inefficient.

Various measures were adopted during the decade for improving the quality of staff in Middle schools. According to the Government Order fixing S. S. L. C., as the minimum qualification of a teacher in a Middle school, all teachers with lower qualifications were gradually weeded out. Certain readjustments were ordered in the scale and staff of Middle schools, after a detailed examination of the sanctioned staff of each school, with reference to its strength. Steps were taken to regulate and minimise transfers, to insist on the maintenance of supervision registers by Head Masters and to ensure that adequate attention and educational guidance were given by District Educational Officers at the time of school inspection. A certain number of posts of Head Masters and assistant master on Rs. 55 and Rs. 45 were converted into Rs. 50 and Rs. 40—2—50 and with a view to attracting highly qualified men to Middle schools, Government were pleased to sanction, during 1929-30, a starting pay of Rs. 50 in grade Rs. 40—2—50 to persons possessing M. A. and B. T. qualifications.

With the employment of teachers of a better class, and the more efficient supervision and guidance of the Head Masters and the Inspecting Officers, the Middle schools are now showing increased popularity and efficiency.

The Middle schools do, however, suffer from the disabilities consequent on the lack of proper accommodation, equipment and staff. In a number of schools, the accommodation is altogether inadequate and the older Middle schools are very poorly equipped as compared with Middle schools started under cess sanctions. There are still a number of Middle schools with only two or three teachers, and it is necessary to provide at least four teachers for every Middle school with a strength of 50 pupils or less and five teachers for every four sections in all Middle schools of a larger size. Thus the most pressing and immediate need is to provide adequate accommodation, equipment, and staff in Middle schools, whose strength has been steadily increasing during recent years, but no adequate relief has been possible in the later years of the period under review, owing to continuous financial stringency and restricted budgets.

(5) PRACTICAL INSTRUCTION IN MIDDLE SCHOOLS.

It has already been stated elsewhere that the control of all Government and Aided Industrial schools was transferred to the Department of Industries and Commerce with effect from 1st July 1922; but during 1924-25, Government were pleased to sanction, as a temporary measure, a scheme of Practical Instruction in industrial and agricultural subjects to be introduced into several Middle schools, with the object of giving a vocational bias to students who drop off at this stage to enable them to pursue the study of the subject further in the existing technical schools. In the year 1925-26, there were 38 Practical Instruction classes working as against 64 sanctioned, it being not possible to open the remaining 26 for want of buildings and other necessary facilities. Of the 38 classes, 18 were attached to Middle schools as a part of the revised Middle School Examination scheme and the other 20 to Adikarnataka Primary schools, where it was found necessary to give some definite vocational training as a direct preparation for the life of pupils who drop off at a very early stage and do not take to higher education. In addition to these 38 classes, there were three residential Middle schools for pupils of the Depressed Classes at Mysore, Chikmagalur and Tumkur where instruction was imparted in Carpentry, Tailoring, Rattan and Leather work, the pupils at Chikmagalur receiving instruction in the local Government Industrial School. With a view to improving the working of these classes, a Superintendent of Practical Instruction, and an Agriculture Inspector were appointed. The scheme was so popular and useful that it was extended from year to year so that in 1931-32, there were in all 98 classes of which 77 were attached to Middle schools and Adikarnataka Boarding Homes. Of these 98 classes, 58 were maintained by State Funds, 35 by Cess Funds, two by Local Funds, one by partly State and partly Cess Funds, and two by partly State and partly Municipal Funds.

The following subjects are taught under "Practical Instruction" in Government Middle schools and Adikarnataka Boarding Homes:—

- | | |
|------------------|------------------|
| (1) Carpentry | (7) Rattan Work. |
| (2) Tailoring. | (8) Leather Work |
| (3) Brass Work | (9) Agriculture |
| (4) Lacquer Work | (10) Sericulture |
| (5) Black-smithy | (11) Charka |
| (6) Weaving | |

Each Practical Instruction class forms an integral part of the school to which it is attached, and is subject to the control of the Headmaster and the concerned Inspecting Officer. The management of each class is vested in a committee consisting of the Head Master, the first assistant and the Instructor, who settle the procedure to be adopted in all matters relating to the purchase of raw materials, and sales of manufactured products. In addition, the Department has ordered the appointment of a Supervising Advisory Body, consisting of the Assistant Inspector of Education and a non-official, or two non-officials in places where the services of the former are not available to exercise general supervision over the work of the Practical Instruction class and the accounts maintained by the Managing Committee. It is gratifying to note that these committees are evincing increasing interest in these classes by their visits and advice.

The number of Agricultural classes rose from two in 1925-26 to 18 in 1931-32 and these classes have been very popular as is evidenced from the insistent demand made, year after year, by the members of the Representative Assembly as also from the number of applications received from mofussil places, for an extension of the scheme. Keen interest is taken not only by the boys under instruction but also by parents who closely watch the processes of cultivating the various crops and the experiments conducted in regard to the use of artificial manures. The ragi and paddy grown on the agricultural farms are readily purchased by raiyats for seed purposes, the quantity sold in 1931-32 being enough to sow about 200 acres. With a view to training boys in 'Fruit Culture,' orchards have been laid out on almost all the agricultural farms, containing good varieties of indigenous fruit plants as well as a few varieties of grafted ones like apples, oranges, guavas, etc., got from Australia.

In the year 1926-27, a Vocational Middle school was sanctioned to be started at Bangalore to impart instruction to boys of Tigar community in Agriculture and Horticulture, combined with general education, but was not started for want of a sufficient number of boys. There are also classes attached to four Middle schools, imparting Practical Instruction in Sericulture, which was included as one of the optional subjects for the Middle School Examination of 1930 and onwards. Under orders of Government, these schools have continued to be under the technical supervision of the Sericultural Department.

Charka Classes.—The classes in cotton spinning attached to boys' and girls' Middle schools were started as a temporary measure during the year 1926-27. In view of the popularity of these classes and the representations made by Local Bodies and members of the Representative Assembly for a more extensive introduction of this subject in schools, Government were pleased to sanction the continuance of the temporary classes and their institution into ten more rural Middle schools. In 1931-32, there were 18 charka classes and the remaining two will be started as a number of teachers were recently trained at a summer training class held at Bangalore and are now available for employment. The subject is not allowed to be offered at the Public Examination, as it is not considered to be on a par with the other subjects of Practical Instruction.

The following table gives in detail the number of Practical Instruction classes actually working in the Middle schools, Adikarnataka Boarding Homes, and Adikarnataka Primary schools during the years 1926-27 and 1931-32.

Year	Carpentry	Tailoring	Brass Work	Lacquer Work	Black Smithy	Weaving	Rattan Work	Leather Work	Agriculture	Sericulture	Charka	Mat-making	Total
1926-27	6	7	2	1	1	12	1	4	6	3	10	3	56
1931-32	14	6	2	2	4	19	4	5	18	4	17	3	98

The revised time table which now provides six periods per week per class of Practical Instruction during a course of three years, and the revised curricula of studies sanctioned by Government during 1926-27, are being followed. The subject of Practical Instruction, where it has been introduced, is offered as an optional subject by all students who have undergone the full three years' course. For the first time, 164 such students appeared for the Mysore Middle School and Lower Secondary Examinations of 1929 and since then the number has been steadily increasing, it being 219 at the examinations of 1931-32. The inclusion of Practical Instruction subject as an examination subject has greatly systematised the work in the Practical Instruction classes.

Exhibits, mostly from Practical Instruction classes and vocational classes in weaving, were sent by the Department to the Educational Exhibitions organised in connection with the conferences of the All-India Federation of Teachers' Associations held in Madras during December 1929 and at Bangalore during 1931, as also to the exhibition organised at Benares in December 1930 under the auspices of the First All-Asia Educational Conference. The Mysore exhibits were pronounced to be of a high standard and won prizes and individual certificates of merit.

Practical Instruction in Middle schools generally suffer for want of proper co-ordination between Middle and High Schools, since the latter do not always provide for a higher course in similar technical subjects. The subject is engaging the attention of a committee, which is examining the character and co-ordination of syllabuses from the Primary to the High school stages. It is one of the chief references to the committee to examine and report on the place of vocational subjects at the different stages.

(6) THE MIDDLE SCHOOL EXAMINATION SCHEME.

The Middle school course terminates with a public examination called formerly the English Lower Secondary Examination, but now the Middle School Examination since 1927-28. The Middle School Examination consists of two sections, one with English of the standard of the IV year Middle class, as a compulsory subject, and the other with English only of the same standard, open to those who have already secured a pass in the Vernacular Lower Secondary Examination. The English Middle School course consists of two languages—English and Vernacular Elementary Mathematics, and History and Geography, in the compulsory group, and Hygiene, Kannada of the III year standard for Muslim candidates only, Sanskrit or Persian and subjects of Practical Instruction in the optional group. Candidates appearing for the full examination have to offer four subjects in the compulsory group and one in the optional.

The results of the Middle School Examination and the distribution of successful candidates among different communities are given in the following table:—

Year	Candidates			Distribution by communities									
	Number examined	Number passed	Percentage of passes	Brahmins	Native Christians	Mohamedans	Kshatriyas	Vaisyas	Lingayets	Vokkaligas	Jains	Other Hindus	Adikarnatakas
1921-22	3,776	1,894	50.0	1,181	27	144	46	59	180	94	17	200	7
1926-27	5,280	2,119	40.1	1,192	44	126	65	59	189	134	22	235	53
1931-32	5,999	2,414	40.2	1,185	30	165	75	90	244	176	16	355	78

The figures in the table show that while number of candidates examined has steadily increased from 3,776 in 1921-22 to 5,999 in 1931-32 or by nearly 2,000, the percentage of passes has decreased from 50 in 1921-22 to 40.2 in 1931-32. The inadequacy of staff in the rural Middle Schools, the lack of proper accommodation and equipment, an extent of laxity in respect of class promotions due to importunity of parents, the absence of background among the rural classes who have taken to this grade of education, all these factors have contributed to the fall in the percentage of passes. There are indications, however, of increasing number of passes among the pupils of Mahomedan, Kshatriya, Vaisya, Lingayet, Vokkaliga and other Hindu communities.

The Middle School Examination should form the second stage at which pupils will have to be distributed among alternative courses with a view to discouraging boys whose bent of mind is different from attempting the dominant bookish form of studies in High Schools. While those whose bent lies that way should be given opportunities to get English education, all others who are not likely to benefit by such a course should be diverted into higher industrial schools at district headquarters, or the training course, or to some other avenue of studies or occupation. "The Middle School Examination should be the great school junction and clearing house. By its means, boys would be drafted into that line of study, for which each appeared to be most suited." (The Punjab Quinquennial Review).

(7) THE F. I. S. FAILURE COMMITTEE.

In June 1925, a Committee was appointed by the Local Examinations Board to investigate the causes of the abnormal failures at the English Lower Secondary Examination during the preceding few years. A Questionnaire was issued to about

200 persons including Inspecting Officers, Head Masters, University Professors and other gentlemen interested in education. The replies were carefully gone through and after extended investigation, the Committee submitted an exhaustive report, which was considered by the Local Examinations Board at a meeting held on 12th April 1926. On the recommendation made by the Board, Government, in their order, dated 26th April 1927, were pleased to sanction (1) the change of designation of The Mysore English Lower Secondary Examination into 'The Mysore Middle School Examination,' (2) the reduction in the number of question papers from 10 or 11 to 7 in the case of candidates appearing for the full examination with English as First Language and similar reduction in respect of other examinations conducted by the Local Examinations Board, (3) restriction of private candidature at the Middle School Examination only to candidates who had once appeared for the examination as pupils of recognised schools and failed and (4) fixing the age-bar at 16 years for pupils seeking admission to any class of a Middle School.

(8) THE MYSORE STATE ELEMENTARY EDUCATION LEAGUE.

There were as many as 227 Teachers' Associations started, from time to time, which were working independently of each other and distributed all over the State. The need for a central association, which could co-ordinate the work of all the associations, was keenly felt, and the State Elementary Education League was formed to meet this want. Membership is thrown open to Teachers' Associations of Primary and Middle schools in the State, to individual teachers who are not members of any association and to all gentlemen interested in the cause of education, who can enrol themselves as patrons and sympathisers.

The aims of the League are to achieve professional solidarity and improve the professional outlook of teachers in Elementary schools by means of a League Journal, a circulating library, lantern lectures and conferences, and exhibitions, to improve the condition of work in all Primary and Middle Schools and adopt elementary education to local needs, and to improve the material and moral conditions of the teachers.

Under the auspices of the League, two State Conferences were held one at Tumkur in 1931 and the other at Bangalore during the week preceding the Christmas of 1932. On the latter occasion, nearly 2,500 men and women teachers from all parts of the State had assembled in the spacious hall of the Vokkaligara Sangha buildings, eager to listen to lectures delivered by educational experts and to share in the discussions of various educational problems. An Educational Exhibition was also organized and there were 5,500 exhibits of great educational interest sent by various schools in the State. The teachers present on this occasion expressed a strong desire to organize an Educational Week as an annual function at each Taluk headquarter and to start Educational Museums at each district headquarter, which indicates that teachers, in addition to a natural desire for securing conditions of material life necessary to make a teacher's existence comfortable and happy, are also actuated at such conferences by a ceaseless desire to improve their professional knowledge and intellectual equipment in general, so necessary for the spread of sound education among children entrusted to their care.

ENGLISH HIGH SCHOOLS.

(1) PROGRAMMES OF EXPANSION.

In the year 1921-22, there were 18 High schools in the State, both Government and Aided, half the number being in the Cities of Bangalore and Mysore, while the other half were located in the remaining six district headquarter stations and the three populous taluk headquarters of Chennapatna, Chikballapur and Davangere. This distribution naturally led to overcrowding in the High Schools of the two cities, necessitating the opening of an increasing number of additional sections in each High School Form, while in High Schools in mofussil places, the strength was often insufficient and disproportionate to the expenditure involved. As the result of the numerous representations made in the Representative Assembly for opening more High Schools in the districts, Government, in their order dated 8th March 1923, were pleased to lay down a programme for the development of High School Education, which included the opening of four High Schools for boys at Bangalore, Nanjangud, Tiptur and Tirthahalli, the last being for the benefit of

pupils in the malnad area, who laboured under the disadvantages peculiar to the malnad. The programme was fully carried out before the close of the year 1925-26, and a further programme was sanctioned in April 1926, which resulted in a new High School at Madhugiri, Tumkur District, in July 1926. In the same year, Government undertook the management of the Aided Marimallappa's High School at Mysore, permitting the Managing Committee to continue to administer the funds of the charities, which were to be utilised in future for giving scholarships to deserving Lingayet students. As, on account of restricted finances, there was no chance of opening High Schools at Sagar, Hole-Narsipur and other places included in the second programme, during 1927-28, Government were pleased to sanction, as an experimental measure, the institution of Municipal High Schools at Sagar and Dodballapur, Government bearing half the cost of initial equipment and making a recurring grant not exceeding Rs. 50 per mensem per Form. The scheme of Municipal High Schools was later extended to Chintawani, Bowringept, Malavalli, and Hole-Narsipur. Practically all these schools have justified their institution, and attained to a high state of efficiency. Permanent recognition was granted to the aided National High School at Bangalore in the year 1927-28.

(2) NUMBER AND STRENGTH.

The following table gives the number of High School and Scholars, by management, during the years 1921-22, 1926-27 and 1931-32 :—

Year	Government		Municipal		Aided		Total		Average Strength of a High School
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	
1921-22	11	2,971	...	...	7	2,168	18	5,139	286
1926-27	16	3,728	...	...	7	2,219	23	5,947	259
1931-32	17	4,369	6	517	6	1,682	29	6,568	226

From the table, it will be seen that the number of High Schools and scholars increased, during the decade, by 11 schools and 1,429 scholars or by 61 per cent and 28 per cent respectively. The average strength of a High School, however, fell from 286 in 1921-22 to 259 in 1926-27 and to 226 in 1931-32, the reason for the fall being that the strength in Government High Schools at Nanjangud (99) and at Tirthahalli (46) as also in the Municipal High Schools at Dodballapur (101), Sagar (71), Chintawani (69), Bowringept (113), Malavalli (63) and Hole-Narsipur (100) is much below the present average. Four of the newly started High schools have a strength less than 75, the minimum strength required in the Memorandum Orders for the continuance of any High School. The increase in the number of scholars, is not, however, a source of satisfaction "as with every increase in such number, there is a fall in the standard of efficiency, owing chiefly to the fact that lower and lower strata are being tapped, and the majority of those who pass the School-Leaving Examination are altogether unfit for higher studies," (Hartog Committee Report) or for anything else.

(3) MUNICIPAL AND AIDED HIGH SCHOOLS.

The Municipal High Schools in the State are each managed by a committee, constituted by Government and consisting of representatives of the Education Department, Municipalities and District Boards, and are aided by Government, as already stated, to the extent of half the net authorised recurring cost, not exceeding Rs. 50 per month per Form. Unlike other Aided High Schools, appointments in Municipal High Schools are subject to the rules of the Central Recruitment Board, and any additional expenditure has to be sanctioned by Government as in the case of Local Bodies. The benefit of the Aided School Provident Fund Scheme has been extended to teachers in Municipal High Schools.

The Aided High Schools, managed by Mission and other recognised bodies, receive grants, which are governed by the rules laid down in the Mysore Educational Grant-in-aid Code, as well as by the amendments sanctioned thereto by Government from time to time, and these grants generally meet the net expenditure of the management after deducting the fee income and one-fourth of the total expenditure, the latter of which has to be met by the Aided agency from its own sources of a permanent nature. Care is taken to see that the total income of any aided High School from all sources, including the Government grant, does not exceed the total expenditure of the school.

(4) EFFICIENCY IN HIGH SCHOOLS.

A high level of efficiency is maintained in the State High Schools and the quality of work turned out in them has been generally good. The standard of attainment in English is, however, considered poor, and there has been a continuous complaint from the side of the University that the attainment of pupils in respect of English is not of the standard required for a profitable pursuit of studies in the University. No pains have been spared or will be spared by Inspecting Officers, Head Masters and their assistants in making the students passing out of High Schools as efficient as possible under the existing conditions, but it is a matter of serious doubt whether it will or can ever happen that more than a limited proportion of those that enter our High Schools will reach the standard in English required by the University.

During each visit to a High School, valuable suggestions have been invariably offered by the Director and the Deputy Director on various topics such as the improvement of the standard in English, systematisation of pupils' written work, formation of reading habits in pupils, the educational discipline of the school, etc., and all such suggestions have been adopted and followed up. The teaching and correction work of masters, the maintenance of supervision registers by headmasters, and the general activities of the schools have received continued attention. The review of the terminal reports of work done, based on the scheme of the efficiency audit introduced into High Schools in the year 1924-25 and simplified later, indicate that there has been a genuine endeavour on the part of teachers to raise the general level of efficiency of their teaching by enriching their professional equipment.

(5) STAFF IN HIGH SCHOOLS.

The staff of a High School consists of a Head Master, and in addition to several Munshis and special teachers, an adequate number of assistant masters, according to the scales of establishment laid down in the orders on the Education Memorandum. Each teacher is generally given 22 out of 33 weekly periods of teaching work, so that he may have sufficient leisure for his preparation and correction work. At several Conferences of the Secondary Education League, it has been pointed out that the number of periods of work allotted to each teacher is heavy and has to be reduced.

During the decade, several attempts were made to improve the qualification of the staff by employing trained and honours graduates and by deputing untrained teachers to undergo training. To attract men of high qualifications into this service, a new grade of Rs. 125-10-175 was sanctioned during 1924-25 instead of Rs. 150 fixed, the minimum pay of Head Masters was raised from Rs. 175 to Rs. 200 in 1926-27, and 13 posts of assistant masters on Rs. 50 and Rs. 55 were converted into the grade Rs. 50-5-75 in 1927-28. A higher starting pay was also authorised to attract men with higher qualifications to general schools and a larger number of Mahomedan graduates to Urdu schools.

A large number of temporary hands sanctioned to High Schools in connection with the opening of additional sections, were made permanent, there being no likelihood of a fall in strength, and were granted the concession of being started on higher rates of pay, according to qualifications as if appointed in permanent vacancies. In 1929-30, rules for the recruitment of teachers in High Schools as well as other schools were framed in accordance with which trained men are to be preferred for appointments in general vacancies, while in special vacancies, trained men are to be preferred to untrained men as between applicants of backward communities.

There are now 172 teachers, working as Head Masters and general assistants, who are employed in the 17 Government High Schools in the State. The following table provides an analysis of their qualifications and scales of pay :—

Total Number of teachers	M. A.'s		M. Sc.'s		B. A.'s		B. Sc.'s		B. Com.'s	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
172	27	14	1	3	42	48	9	18	...	10

GRADES OF PAY.

Head Masters.

3 on Rs. 300—25—450.
12 on Rs. 200—20—300,
2 on Rs. 200 fixed.

Assistant Masters.

12 on Rs. 125—10—175
42 on Rs. 75—10—125.
101 on Rs. 50—5—75.

Total Number of teachers trained	...	79
Do Untrained	...	93
Percentage of trained teachers	...	46

The attainments of the present staff are decidedly superior to those of the staff available at the beginning of the period. The percentage of trained teachers has also steadily increased to 46 and further improvement in this direction has however received a check, temporary it may be hoped, by the cessation of the system of Departmental deputations for training in the University. Teachers in service who want to study for the B. T. degree at their own costs will be given the necessary leave to which they are entitled, the concession being limited to five teachers in a year. To render the teaching of Geography in High Schools more efficient, some teachers handling the subject were deputed, during 1929-30, to undergo a short course of training in the Summer School of Geography organized in the Geography Department of the Teachers' College, Saidapet, under the auspices of the Madras Geographical Association.

While attempts to secure the services of better qualified men have been successful, it has not been possible to improve the existing grades, so that the teachers may be kept contented and comfortable. The present grades do not compare favourably with the emoluments that men of similar qualifications can aspire to, in other departments of the State, nor does it come up to the level of the grades and the number of posts contemplated in the orders on the Education Memorandum, where the initial salary was fixed at Rs. 75 in 75—10—125 grade, there being 80 posts in this grade and 40 in the next higher grade of Rs. 125—10—175. Before the institution of these grades, it was possible for ordinary graduates, to retire on Rs. 210 in Rs. 100—10—210 grade, although they started on a low salary. The initial start is now higher but the chances of promotion from one grade into the other have become very few, for want of a fair proportion of posts in the higher grades. There has been a good deal of stagnation, as can be seen from the number of officers drawing the maximum in any one of the grades for six years or more and new entrants into this service, however qualified they may be, cannot normally hope to rise beyond Rs. 125. In addition, the modest salary of the teacher is subject to a cut and his position has been rendered more difficult.

This state of things and the discontent caused by direct recruitment into higher vacancies, 'have caused a certain amount of silent discontent' which only progressive time-scales of pay can remove. In spite of the depressing conditions of pay and prospects, the teachers have been working ably and earnestly in the hope that their representations for the redress of their grievances submitted through resolutions of the Secondary Education League may receive early consideration. If efficiency of both Collegiate and Primary institutions is to be maintained, it follows that teachers of Secondary Schools, which are the backbone of education, should be better paid and given greater scope for initiative.

(6) EXPERIMENTS.

During the year 1929-30, the "Dalton Plan" was introduced as an experiment into three sections of the IV and V Forms of the Maharaja's High School, Mysore, and was continued during the subsequent two years, at the end of which the Plan was ordered to be worked in only one section of the VI Form, due to financial stringency. With a view to giving a fair trial to the 'Plan,' the Head Master of the school was deputed to Madras to acquaint himself with the Dalton Plan in operation at the Bentinck High School for Girls and the Lady Willingdon Training College. The experiment was conducted with great enthusiasm by the staff in all the compulsory subjects other than the second languages. From the point of view of performances at the class examinations as well as the results at the S.S.L.C. Public Examination of 1932, the experiment was a pronounced success, as the sections wherein the experiment was tried acquitted themselves decidedly better than the sections in which normal methods were followed. The 'Plan' which fosters individuality in pupils and makes them self-reliant and self-assertive deserves, as soon as funds permit, to be made a permanent feature at least in one section of each of the Forms in all the larger High Schools.

The experiment of holding the High School classes in the mornings only in one session from 7-15 A.M. to 11-15 A.M. instead of in two sessions from 11 A.M. till 1-30 P.M. and from 2-15 P.M. till 4-30 P.M. was tried during 1929-30 and 1930-31 in the Government High Schools at Nanjangud and Chikballapur as also in the Aided National High School, Bangalore. At the start, it looked as though the change in the working hours would prove beneficial by permitting a larger number of boys to take part in the evenings in drill, games and other healthy activities, and by providing for class-room work in the fresher hours of the morning. But it was latterly found to be both inconvenient to students and not satisfactory academically, and hence was discontinued from 8th June 1932.

(7) ACCOMMODATION AND EQUIPMENT.

During the period of report, buildings were constructed for the High Schools at Nanjangud, Tiptur, Madhugiri and Davangere, as well as a Science Laboratory for the Malleswaram High School. It was not possible, however, to extend the buildings of older High Schools, where a number of additional sections had to be opened to provide seats for the increased number of pupils seeking admission into them. The need for the extension of the buildings at Hassan, Chikballapur, Chennapatna, Chikmagalur, Davangere, Chitaldrug, Madhugiri and Fort, Bangalore City, has become imperative, specially in the last named institution, which is the biggest High School in the State. The question, like so many others, has to await the improvement of the State's finances for a satisfactory solution.

It has not been possible also, due to restricted budgets, to meet the various demands of High Schools in respect of grants for Science apparatus, Library, Furniture and other equipment. High Schools are thus handicapped for want of necessary accommodation and equipment and to that extent, they are suffering due to "what might be called the sins of the Department, sins of omission in particular in not providing the necessary accommodation and equipment."

(8) HOSTELS FOR SECONDARY SCHOOLS.

At the close of the year 1931-32, there were eight Government Hostels attached to Government High Schools, three to Aided High Schools, one to a Middle School for boys and several communal hostels, not attached to any particular grade of school. The total number of boarders reading in High Schools, Middle Schools and Vernacular Lower Secondary Schools were respectively 854, 1,096 and 73.

Several Government High Schools are still to be provided with hostels, specially those at Bangalore and Mysore, to which the rush of students from mofussil places has been on the increase from year to year, due, among other causes, to the belief of the student that the High Schools in the Cities are better staffed and better equipped. It is true there are a number of hotels at these places, where boarders can lodge, but these hotels are located in such insanitary surroundings that students can stay in them only at the risk of their health. Hostels attached to the Government High schools in the two cities are a necessity and will have to be provided early.

(9) SCHOOL LIFE.

(a) *Physical Culture and Games.*—Provision has been made for physical education of school children in all grades of schools. Drill is conducted in all institutions and in accordance with the S. S. L. C. rules, attendance at drill classes, or participation in some organized games or scouting has now been made obligatory in all High Schools. Every High School has a gymnastic Instructor, who in addition to teaching drill, trains students in gymnastic exercises, Ju-jitsu and wrestling. In a few institutions, particularly in the Kolar District, the Yogic system of Physical Culture has been introduced according to which a few "Asanas" are taught, which are conducive to the alround growth of the body. In 1930, batches of teachers at Bangalore and other places were trained in the system of physical exercises, called "Suryanamaskara," which have been introduced into a few schools with a view to examining the possibilities of its extension to other schools. As many Secondary schools at Bangalore and Mysore do not possess adequate play-ground, considerable number of their pupils attend private Physical Culture Institutes which are working on approved lines.

With a view to organizing the existing system of physical education on a sounder basis, two graduate teachers of the Department were deputed during the year 1925-26, to undergo training in the National Y. M. C. A. School of Physical Culture, Madras, and on their return, were appointed Inspectors of Physical Education, one for Mysore and the other for Bangalore Division. The work entrusted to them was to organise physical activities in High, Middle and Primary Schools on a sound basis and to hold training classes, during summer vacation, for the drill instructors employed in schools as well as general teachers. Training camps were organized during the years 1928-29, 1929-30 and 1930-31 at District headquarters and at other important centres by the Inspectors in their respective divisions, to train Middle and Primary school teachers in up-to-date methods of physical culture, so that they might introduce them in their respective schools and thereby lay the foundations of a healthier and happier school life. Due to financial difficulties, the work of the Physical Inspectors was suspended in the year 1931-32 and they have been absorbed, for the time being, as Assistant Inspectors of Education.

In addition, Government were pleased to sanction a sum of Rs. 2,000 to the Y.M.C.A., Bangalore, for appointing an expert Physical Education Director who should organize a training course for such teachers of High and Middle schools in Bangalore as had not undergone training under the Inspector of Physical Education. Several teachers underwent training at the Y.M.C.A. during the summer vacation of 1929-30, as also at such training classes held in subsequent years.

All the High Schools provide a well-organized system of games in Football, Cricket, Tennis, Hockey, Badminton and Volley-ball, each department being ably managed by a teacher of the school as the Secretary. A sum of Rs. 2-0-0 per annum is collected as sports fee from each student, inclusive of the Adikarnatakas, who were till recently exempted from such payment. The sports funds are managed by a Committee, which distributes the total collection among the several activities, which are, however, limited by the extent of play-grounds available. Regular physical exercises and participation in group games have been made an integral part of the S. S. L. C. scheme, and a system of checks and credits for progress in this field of education has been devised. The schools are readily responding to the call of the 'health for all' movement and the teachers, by personal example, are leading more and more pupils to a fuller participation in the extra-curricular activities of their schools. In several schools, the 'House System,' which has been introduced has been largely responsible for the high standard reached, as it has fostered a good team spirit and a keen sense of individual responsibility.

It is a gratifying feature to find that members of the staff invariably take part in the games, a step calculated to improve the relationship between the master and pupil, to set before pupils a high standard of play and to develop in them a healthy team spirit. The standard reached in some of the games has been of a high order, as exhibited by some of the competing High Schools at tournaments held at Mysore during Dasara and the Y.M.C.A. Inter-High-School tournaments and League matches held at Bangalore. The Olympic and Silver Jubilee sports held annually at Bangalore have, in no small measure, contributed to the popularity of field sports, thereby fostering the growth of physical strength and skill.

(b) *Excursions*.—The tendency for the young to roam about has been made good use of in High schools, and batches of students from various High schools were taken on trips in and outside the State, the number of such trips being appreciably more during the second half of the period under report. Boys, generally in the final year, accompanied by teachers at the rate of one teacher for every 20 pupils, visited places of historical or other interest within the State, such as, Kolar Gold Fields, Sivasamudram, Krishnarajasagara, Bhadravati, Badarval, Jog Falls, Belur, Halebid, etc., and outside the State, Ranipet, Pondicherry, Madras and the West Coast. On such occasions, one-third of the cost of cartage and trainage incurred by the students as also the travelling allowance of the teachers was met by Government.

(c) *Journalism*.—Another noticeable feature of school life of recent years is the journalistic activity in some of the High Schools in the State. The Tumkur High School has been successfully conducting the 'School Folk' Magazine, with a Kannada supplement in addition, from the year 1928-29. The High School at Hassan is issuing its magazine 'Lotus' and the High School, Kolar, its School Magazine. Several other High Schools started journalistic work, but have given up the attempt, probably due to the cost involved and want of support.

(d) *Libraries*.—All the High schools are equipped with libraries stocked with books on various subjects, likely to be useful to the students. They are also provided with reading rooms which subscribe for important periodicals and newspapers, which are made available for the students to read during leisure. A small fee of Rs. 1-8-0 per annum is levied from each student, and the realisations are generally utilised for paying the subscriptions of the magazines and newspapers supplied to the Reading Room and for replenishing the library whenever possible.

Though the library is, in recent years, made better use of by the students, its utility is very much restricted for want of a decent hall in many High Schools and an adequate collection of good books in English providing for extensive reading which forms an important part of the linguistic course. Further, the present arrangement of books in most schools is unsatisfactory, as it does not permit of students selecting, without much loss of time, books suited to their standard and taste. Library books, for what they are worth now, should be classified so as to suit different forms and be kept separately. Teachers should also help boys in the selection of such books as will create an interest and develop in them a healthy taste for general reading.

(e) *Debating and other Societies*.—Every High School has debating societies for each form, while in some High Schools, Historical and Science Associations as well as Karnataka Sanghas have been started. In addition, in a few others, like the Government High School, Fort, Bangalore, and Government High School, Chitaldrug, school unions of the type of University Unions have been started with sections representing literary, historical, scientific, and histrionic activities. Meetings are regularly held on Saturdays or on other convenient days, at which a short essay is read or some subject of interest debated upon. Lectures by eminent visitors are also arranged on occasions. Students are reported to be taking lively interest in the work of debating societies and school unions to improve their talents as good debaters, and such work, as is done in them, has been found to be beneficial to boys in imparting facility in correct and clear expression of thought. In view of the declared policy of the Government and the Department to employ the vernacular as the medium of instruction for optional subjects, better attention will have to be paid in future to the work turned out in Libraries, Debating and other societies, so that students might have a good command of expression and readiness of speech in Kannada as well as in English.

In addition to these activities, another very important development in a few High Schools has been the starting of the Boys' Co-operative Stores which deal mainly in articles of stationery and managed by boys under the guidance of a teacher. These are reported to be working satisfactorily and affording ample opportunities for good training to boys in honesty, integrity, thrift and business habits, in fact, character-training in general.

(f) *Discipline*.—During the period of report, the problem of school discipline and of efficient management of schools received great attention. Behaviour on the part of school boys was generally satisfactory, and strict discipline, without which good teaching is nearly impossible, was maintained even in big institutions, whose management called for great energy and resourcefulness on the part of Head

(3) In 1931, the minimum qualification for admission into the Shorthand classes in Commercial schools was made a pass in the Matriculation, or the S.S.L.C. Examination, or a pass in English in the Examination, held by the Commercial Examination Board, and in view of the fact that those who have not passed the S.S.L.C. Examination cannot derive much benefit from a course of shorthand, the subject was deleted from the additional subjects of 'Shorthand and Typewriting.'

(4) On the recommendations made by the committee, specially appointed by the S.S.L.C. Board to investigate the question of the heavy failures in English at the S.S.L.C. Examination, sanction was accorded during 1931-32 to the introduction of teaching of Translation as part of the work in English in the High School classes and for a slight modification in the scope of different papers set in English at the S.S.L.C. Public Examination.

(5) The syllabuses in the History of India and England were revised so as to include "Civics" for the High school classes, the same being adopted with effect from the academical year 1933-34.

(6) The syllabus in Printing, as approved by Government in their order dated 11th June 1930, was confined solely to Printing on the machines and Hand-press; and as it was difficult to give training on machines to a large number of students for want of an adequate number of machines, Government were pleased to order that Printing and Book-binding might be split up into (a) Composing and Printing and (b) Binding so that the latter might form an alternative subject, the whole course, in either case, being spread over a period of two years.

There has been a general feeling that the subjects prescribed at present are not suitable for all, that too much is being expected under each subject and that even those who had a bookish turn of mind are being put through a curriculum that was not even then appropriate to their mental calibre. The question of revising the curriculum of the present S.S.L.C. Course so as to make it more suited to the various aptitudes and capacities of the student population that entered the High Schools was considered at the Conference of the members of the S.S.L.C. Board and Heads of High Schools, held in November 1933, and a radical re-organization of the course as agreed to at the Conference being just at present impossible, it was thought desirable to devise as a transitional measure two groups of subjects, a compulsory group of five subjects consisting of English and a second language of the same standard as at present, together with Elementary Mathematics, History and Civics and Geography and Elementary Science with portions considerably reduced, and an optional group which would provide a choice out of a large number of subjects divided into four groups, namely (a) The Humanistic Group, (b) The Mathematical and Scientific Group, (c) Practical Arts, and (d) Music and Fine Arts.

Instruction in Music has so far been provided in all girls' schools, and music is offered as an optional subject at the S.S.L.C. Examination by girl candidates only. As education must be conducive to the harmonious development of man, in whom emotions play a very prominent part, it is proposed to make music an integral part of instruction in boys' schools also. As a first step, it is considered desirable to introduce the teaching of music into a few High Schools with a view to meeting the need of boys with a special aptitude for the subject as well as to give a previous training before such students enter the University, where music has already been included among the optional subjects. As a means for securing an adequate supply of suitable teachers, Government in their order dated 23rd April 1929 were pleased to sanction the holding of a special examination in Music, temporarily for a period of three years, which ended with the examination of 1931. Since the examination was found to be popular both among professional musicians desiring recognition of their talent and among school masters, mistresses and students, and since the number of applicants for the examination steadily increased, Government have sanctioned the continuance of the examination for a further period of five years, as recommended by the Board of Examination in Music.

(c) *Moderation of Examination Marks.*—About 20 years ago, the S.S.L.C. system, which was planned to take into account the school record of a pupil in deciding about his merits, was introduced, partly as the result of the loud complaints made against the old matriculation examination that a single external final examination, which had a large element of chance in it and further afforded scope for cramming, was not a reliable test. It was then agreed on all hands that the school record of a pupil, honestly maintained, would be a good index of the pupils' ability and attainments and accordingly the Public Examination marks of all candidates were moderated with reference to their class marks and results declared on the basis of the final marks thus obtained. Later on, attempts on behalf of some schools to keep the form average, being the denominator in the adopted formula, as low as possible, having been discovered, the Special Committee appointed to revise the curricula of studies resolved that, in future, it was sufficient if moderation was resorted to only in the case of those, who were on the border line of success or

failure at the Public Examination in any subject or subjects, with a view to giving them credit for regular school work to decide their eligibility into the College Courses. The Committee fixed the maximum for each subject at the class terminal examination at 75 marks and the maximum for note-book work in each subject at 25 marks, so as to provide for a uniform total of 100 marks for each subject and declared that the class marks of each pupil for the year to be the average of the marks of the two terminal examinations, including note-book work. They introduced also an improved formula, which, though complex, was devised so as to reduce to a minimum, the defect of giving scope for the manipulation of class averages. Even these could not prevent the percentage of passes being considerably raised by the system of moderation which still gives scope for play of undesirable factors in preparing class records by taking away the excess marks of the clever boy and the useless marks of the boy certain to fail and by adding them on to the marks of those on the border line. This manipulation kept down the school average and at the same time increased the percentage of passes, as will be seen from the following statements, showing the number of ordinary and supplementary candidates examined and the final successes with and without moderation during the years 1931, 1932 and 1933, and the percentage of passes with and without moderation in some of the subjects at the S.S.L.C. Examination held during the same three years:—

The following table gives the number of ordinary and supplementary candidates registered for the S.S.L.C. Examination during the years 1931, 1932, and 1933, the number examined and the final successes with and without moderation:—

Year	Ordinary Candidates						Supplementary Candidates			
	Number Registered	Number Examined	'Pass Standard'		'E. C.' Standard		Number Registered	Number Examined	'E. C.' Standard	
			With Moderation	Without moderation	With Moderation	Without Moderation			With Moderation	Without Moderation
1931	2,436	2,394	1,464	660	690	367	345	338	165	93
1932	2,458	2,423	1,394	654	685	366	394	387	179	92
1933	2,299	2,242	1,305	572	618	425	322	816	153	76

Subject	Percentage on the basis of 'Pass' standard (35 per cent in English, and 30 per cent in each of the other subjects)						Percentage on the basis of 'E. C.' standard (40 per cent in English, 35 per cent in other subjects and 30 per cent in the additional subjects)					
	According to Public Examination marks			According to Final (moderated) marks			According to Public Examination marks			According to Final (moderated) marks		
	1931	1932	1933	1931	1932	1933	1931	1932	1933	1931	1932	1933
English	60	51	56	74	64	71	42	36	37	51	44	47
History and Geography	67	62	64	80	78	77	47	46	44	62	61	57
Elementary Mathematics	67	59	61	76	71	74	57	51	48	64	61	59
Elementary Science	69	69	84	80	75	90	53	55	69	65	66	78

From the tables, it will be seen that in a large majority of cases, the effect of moderating Public Examination marks with reference to class marks, has been to increase the number of passes in each subject mentioned above by 20 per cent or more, and even more to increase the number of successful candidates beyond measure, though the final percentage is in itself not at all satisfactory, thus causing infinite harm by pushing through ineligibles to that extent and consequently by lowering the standards.

At the Conference of the members of the S.S.L.C. Board and Heads of High Schools, held in November 1933, it was unanimously resolved, that the system of moderation, which has been given up elsewhere and holds out a good deal of temptation to manipulate marks of pupils of a school to secure a higher percentage of passes, and has thereby caused infinite harm in lowering the standards, should be dropped altogether, as early as possible. Thus, the S.S.L.C. Scheme, inaugurated 20 years ago, has traversed through the whole gamut of experimentation, and is, at last, coming back to the position of its discarded rival.

(d) *Compartmental System*.—The system of passing the S.S.L.C. Examination by compartments was brought into effect during the previous quinquennium, with a view to lessening the strain on schools and students and to reduce the severity of the examination. The minima qualifying for a pass in each of the two groups both for students proceeding to the College Course and for others, were laid down, with the condition that a candidate should appear for both the groups at his first attempt. After a few years' experience of the scheme, some held the opinion that the system was one of the worst features of the S.S.L.C. scheme and that it had a most deleterious moral effect on the students, and hence urged its abolition in the interests of students themselves, of the school discipline and of education generally. The University Council and the Senate, as well as the Special Revision Committee supported its continuance, so that while passing orders on the revision scheme, the Government were constrained to continue the scheme, the two compartments being reshuffled as (a) English, Second Language, History of England and India and Geography, and (b) Elementary Mathematics, Elementary Science and the Additional Subject and at the same time permitted the old grouping of the subjects to continue as a transitional measure. Examination under the old rules were held till the year 1928, in which year the new rules with five compulsory subjects came into force, which automatically abolished the Compartmental System, and which permitted candidates who had appeared and failed in the S.S.L.C. Examination under the old rules, either completely or in Group A or B, to appear for the full examination of 1928 either as private candidates or as school candidates.

(e) *Differential Minima and Supplementary Course*.—Prior to the revision of the S.S.L.C. Courses and Curricula which came into effect from the examination of the year 1926, eligibility to the College Courses of study of candidates was declared either on the Percentage System or on the State Average System, whichever was more favourable to the candidate, as also on the principle of double compensation for deficiency of marks in one or more subjects, other than English. While passing orders on the report of the Special Committee, the Government were pleased to accept the recommendation of the Senate, that it was desirable to lay down differential qualifying minima for Leaving Certificate and for admission into the University Entrance Class and that the minimum pass marks in English should be lower for the School Leaving Certificate than for admission into the University Courses. After obtaining the opinions of the University and the Inspector-General of Education, Government in their order, dated 31st March 1927 laid down, subject to certain exceptions and qualifications, that candidates obtaining 40 per cent in English, 30 per cent in the additional subject and 35 per cent in other subjects be declared eligible for admission to University Courses.

Under the Revised Rules for the award of Secondary School Leaving Certificates, candidates who obtain 35 per cent of the marks in English and 30 per cent in each of the other five subjects on the basis of final marks shall be declared to have passed. Such candidates are allowed to appear for the examination in subsequent years, either by private study or as school candidates, with a view to obtaining a supplementary certificate, qualifying them for admission into the College Courses, provided that the full fee prescribed is paid and that all the prescribed six subjects are offered, the Second Language and additional subject being the same as those offered on the previous occasion.

(11) THE S.S.L.C. EXAMINATION RESULTS.

The results of the S.S.L.C. Examination during the years 1921-22, 1926-27, and 1931-32, and the distribution of successful candidates, in each of the years, among different communities are given in the following table:—

Year	Candidates					Distribution by Communities on the basis of "Passes"									
	Number Examined	Number Passed	Percentage of Passes	Number declared E. C.	Percentage	Brahmins	Native X'ians	Mahomedans	Kshatriyas	Vaisyas	Irungayets	Vokkaligas	Jains	Adikarnatakas	Other Hindus
1921-22	1,682	1,121*	65.0	731	43.0	790	17	54	11	27	53	42	17	2	106
1926-27	2,244	1,368	61.0	865	39.0	918	37	33	9	27	33	46	14	17	134
1931-32	2,320	1,343	58.0	745	32.6	639	23	64	30	37	76	59	11	27	177

* Encludes candidates passing in Group A or Group B.

The table shows, that, while the number of candidates examined has steadily increased from 1,682 in 1921-22 to 2,320 in 1931-32 or by 38 per cent, the results indicate a steady increase both in the percentage of passes and in the percentage of candidates declared eligible for the University Courses. The distribution of successful candidates among different communities shows that, with the exception of the Jain community which records a steady fall, all other communities record a general increase as compared with their respective numbers during 1931-32.

Some of the main causes, among others of a less serious nature, that were brought forward at the recent Conference of the members of the S. S. L. C. Board and Heads of High Schools, as having contributed to the recurring phenomenon of large failures at the S. S. L. C. Examination and the remedies suggested there, as also elsewhere, may be summed up as follows :—

(i) *The Overcrowding of Classes Rendering Adequate Individual Attention Impossible.*—It was suggested by Heads of institutions, that, in future, the strength of any section of a class should not exceed under any circumstance 45 students on the rolls and that classes for composition and library work should consist of 20 students or even less, if possible.

(ii) *The Heaviness of the Curriculum and Syllabuses.*—It was pointed out that the curriculum for the S. S. L. C. Course included far too many subjects, which should be reduced and that the syllabuses should be lightened in respect of subjects in the compulsory group, other than the language subjects, where it was considered necessary to maintain the present standard.

(iii) *The Shortness of the Pre-University Course.*—The present total duration of 11 years taken by a student from the Primary stage to the completion of the High School Course was considered inadequate, as evidenced by the heavy failures both at the Middle School and the S. S. L. C. Examinations, which resulted in the course being really one of 12-13 years for the great majority of pupils, and it was suggested that it should be extended to 12 years. It was also suggested that the stretch of 12 years should be divided into a Primary course of six years to be followed by a three year Middle and a three year Higher Secondary course, or in other words to increase the present Middle School Course by one year. Another view has been advanced in favour of the extension of the High School Course by a year, so that the first two years can be given to general studies common to all, and the subsequent two years, either to further general studies leading to the University courses or to more realistic studies, which may also lead to the University, when the University is in a position to offer vocational training, but till then to vocational studies in technical institutions already existing in the shape of Industrial, Commercial, Medical, Agricultural, and Engineering schools.

The following table gives the percentage of passes (calculated in both cases to the number examined) of ordinary and supplementary candidates declared eligible for the College Courses during the second half of the period under report, it being understood that supplementary candidates generally study for a year more :—

Year.	Ordinary Candidates.	Supplementary Candidates.
1927-28	32.0	49.0
1928-29	32.8	61.7
1929-30	34.8	56.0
1930-31	32.5	56.5
1931-32	32.0	53.7

The table shows that a study of one more year has the effect of raising the percentage of passes of ordinary candidates by over 50 per cent, and it may also be added that the performance of supplementary candidates in English, according to the Public Examination marks, was also better, seeing that, during the years 1931, 1932, and 1933, the percentage of ordinary candidates securing 40 per cent or more in English was respectively 42, 36, and 37, while that of Supplementary candidates was 67, 60 and 56 for the respective years.

(iv) *Private Candidature.*—Under the revised rules, a candidate who has failed as a school pupil at the Public Examination of any year will be allowed to appear for the Public Examination in subsequent years, as a private candidate. As will be seen from the following table, this has led to a good deal of waste of effort

by the candidates appearing any number of times and swelling the percentage of failures :—

Year	Private Candidates			Passes		Eligibility for College Courses	
	Number Examined	Number of Passes	Number of E. C.	State Average of Passes	Percentage of Passes	State Average of E. C.	Percentage of E. C.
1927-28	113	17	7	56	15	32	6
1928-29	136	50	7	62	37	33	5
1929-30	142	25	10	60	18	35	7
1930-31	136	22	8	61	16	33	2
1931-32	166	37	10	58	22	32	6

(v) *Low Standards on which Promotions from Class to Class are made.*—Promotions from class to class in High schools are made on a consideration of the results of the Terminal and Annual Examinations and a valuation of the class work during the year and ordinarily no student shall be promoted unless he obtains 35 per cent of the average final marks in English and 30 per cent in each of the other subjects. The addition of class marks to the examination marks, between which two sets of marks there is often a good deal of disparity, has rendered the standard of promotion low, so that very many ill-qualified pupils, who in a reasonably selective system, could not secure a promotion, easily earn it. As a remedy, the heads of institutions suggested at the recent Conference that promotions from class to class should in future be made strictly on the basis of examination marks and on the basis of the E. C. minima. A tightening up of the test for promotion is bound to produce temporary hardship, but will have beneficial results as soon as pupils realise that promotion can only be earned by more steady and accurate work.

(vi) *Want of Alternative Courses.*—In the present system, there is practically a single-type course, which is in the main bookish and designed to lead to the University courses, forcing all sections of the community with their different occupations, traditions and outlook to pass through a uniform course. The main aim of High Schools being not only to prepare the individual for entry into the University but also to prepare him for life in general and for entry into a profession or a vocation, it was accordingly agreed at the recent Conference that the Secondary stage should ultimately provide for three groups of parallel courses consisting of (1) the academic course, which, as at present, leads to the University, (2) a pre-vocational course which would lead to Post-High School vocational courses, and (3) a vocational course.

(vii) *The Sharp Change in the Medium of Instruction Between the Middle and High School Stages.*—It has already been stated that the Government, while passing orders on the Education Memorandum, directed that the medium of instruction throughout the Middle School Course be Vernacular. Though, at the same time, several weighty reasons were advanced by the Inspector-General of Education, in support of his proposal to make Kannada the medium of instruction, and English a compulsory second language in High Schools as in Middle Schools, the Government were not prepared to accept such a drastic change, on the ground that pupils in High Schools should be trained to as high a standard in English as possible, the object of the S. S. L. C. scheme being to prepare pupils either to qualify for higher studies or to enter a living. The Special Revision Committee, appointed in 1922, concurred in this view of the Government so that under the circumstances existing English was allowed to continue as the medium of instruction in High Schools. This decision of the committee made the pupils entering High Schools from Middle Schools, where all subjects except English were taught in Kannada, suffer from a severe handicap, since they could not, as required, easily adjust themselves to the sudden change from Kannada into English. Being unable to follow teaching in English, pupils were forced to take to the evil of cramming text books and notes, and the excessive mental strain involved has had the effect of crushing all independence and originality of thought and initiative in action. The double effort involved in the acquisition of knowledge through a foreign medium has no doubt been one of the main causes of repeated and fruitless efforts to pass the examination. During

the year 1931-32, Kannada was made the medium of instruction in History and Geography in a few select High schools as an experimental measure, and the reports received from the Head Masters of those schools indicate that pupils were better able to grasp the subject matter through their natural medium, as well as to express themselves better. The encouraging results of the experiment, the need for adapting High school education to the great majority of pupils who are not meant for the University, and also perhaps the fact that the vernaculars have already been adopted as the media of instruction and examination in several of the Indian Provinces up to the matriculation stage, have brought about a change in outlook, wherein the obvious superiority of the mother-tongue as the medium of instruction as against a foreign language, has been realised, at any rate so far as the High schools are concerned, and it is a question of time before the change-over is made.

An argument which has been often urged against the change in the medium of instruction from English to Kannada is that it might lower the standard of English in High schools to an extent far below the University standard. While conceding that the vernacular medium in the teaching of all non-language subjects might by itself lower the standard to a slight extent, though it is argued on the other side that ability to think and express oneself in one language improves command of expression in the other, such a set-back is proposed to be made up by giving more hours to English, by employing teachers specially qualified for teaching English, by adding one such teacher for every three sections in a High school for conducting composition and Library classes more efficiently as well as for an effective correction of exercises, and by giving better attention to the part played by pupils in Debating and other Societies in the High Schools. Permitted to use their mother-tongue, pupils will certainly feel more at home with their subjects of study, cultivate confidence in their abilities and transfer such confidence to English also, so that the use of the mother-tongue will actually tend to improve the student's knowledge of English.

(viii) *Absence of Incentive to Study and Hard Work.*—While the large increase in the number of pupils reading in High Schools has been a source of satisfaction from the point of view of the spread of higher education, the fact that many of these who passed out of High schools and Colleges in recent years are still without any employment, has had a very depressing effect on the present system of education. Just when the output of graduates has increased largely, employment in Government offices and schools is reduced for all communities and the question of unemployment has become much more acute, at any rate more vocal, among educated middle classes than among workmen and artisans. The only remedy, as suggested by the recent Conference, lies in completely recasting the system of education, which unfits pupils at present for everything else but a literary career and adjusting it in such a way that more boys are retained in the Middle Vernacular system and that a fairly large number are diverted at the end of the Middle and High School stages into alternative vocational courses.

12. HIGH SCHOOL TEACHERS' ASSOCIATIONS.

(a) *The Bangalore Educational Association.*—The Association is of a recent origin, being started in the year 1933, with a view to bringing together all people in Bangalore City, who are interested in the cause of education, under common aims and ideals. Within the short time of its existence, it has been able to secure the guiding co-operation of eminent educationists both in and outside the State. The association has already held several meetings, arranged for lectures by eminent persons and attempted to investigate important educational problems such as the re-organization of Secondary Education, training of teachers, collection and interpretation of educational statistics, etc., and thus promises to develop soon into a very useful institution.

(b) *The Mysore Secondary Education League.*—Although there were several Teachers' Associations, specially in the cities of Mysore and Bangalore, working for a number of years, none of them had interested in the general body of teachers. It was therefore considered by the Inspector of Secondary and Normal Schools that leagues with common aims and interests and for different grades of education should be formed. As the result, the Secondary Education League was formed in the year 1926, and the League has now a membership of nearly 300 teachers employed

in all High and Normal schools of the State. Its main objects are (1) to improve Secondary Education in all its aspects, (2) to develop a spirit of *esprit de corps* among the members of the teaching profession, (3) to promote the physical, intellectual and material well-being of the profession, (4) to educate public opinion on education matters and (5) to enlist the sympathy and co-operation of the parents and the public in the cause of education.

The League has been trying to achieve the above objects by annual conferences and by the publication of a quarterly journal. Eight Conferences have been held so far, the programme for each Conference including reading of papers and lectures followed by discussions; passing resolutions on subjects relating to the mental and physical well-being of pupils and material prosperity of teachers, getting up an exhibition and arranging sports for teachers and tours to places of interest.

The All-India Federation of Teachers' Association to which the League has been affiliated was invited to hold its sessions of 1931 at Bangalore, on which occasion, His Highness the Maharaja of Mysore was pleased to send a gracious message of welcome to the large number of delegates from different parts of India. An All-India Educational Exhibition was also arranged as an adjunct to the Conference.

CHAPTER VI.

WOMEN'S EDUCATION.

1. GENERAL REMARKS.

In the year 1931-32, the percentage of boys under instruction to the total male population was 7·6, while the percentage of girls under instruction to the total female population was 1·9, just one-fourth the percentage of boys. From the literacy figures based on the Census of 1931, it is found that out of every thousand of females, 28 are literate, as against 150 literates, out of every thousand of males. There is thus a marked lowness in the level of literacy of women, as compared with that of men in the State, a feature not solely confined to the State, but equally applicable to the whole of India, though it cannot be said that the level of literacy among men is itself satisfactory. The causes that have contributed to the backwardness in the progress of female education in the past are to be found in the social conditions of the country, in the system of early marriages, in the death of qualified women teachers, in the present system of higher education with English as the medium of instruction, and in the curricula of studies, which forces girls to go through the same mill as boys, and takes into little account the 'life of the home,' and the special needs of the average woman. During the decade under review, some of these drawbacks have gradually become less pronounced, resulting in an increase of 32 thousand literates among females, thereby securing an increase of 9 literates per thousand of females, over and above the proportion of 19 per thousand, recorded at the Census of 1921.

In spite of this increase, there is yet a tremendous gap to be filled up, by a rapid development of education of women in the interest of the people as a whole. For some years to come, a larger proportion of all future expansion should be in favour of girls, if the present inequality as between the facilities provided for girls' education and for boys' education, has to be reduced, if not entirely removed. More and more girls' schools of all grades have to be established and better facilities of accommodation, of hostels and of play-grounds created. The efficiency of the people of the State requires that measures should be immediately devised, which would dispel ignorance in which the large majority of women are now steeped and which would yield a good crop of educated women to play the part they are by nature fitted, in the life of the home, in the education of children, and in the larger life of the country.

2. WOMEN'S EDUCATION AND MEMORANDUM ORDERS.

In connection with the Education Memorandum, the Government fully considered the chief defects in the existing scheme of women's education and with a view to remedying them passed orders, which among others, related to (a) an increase in the number of Primary Schools, (b) development of the existing Anglo-Vernacular Schools, (c) arrangements for the training of teachers, (d) provision of suitable accommodation and equipment and (e) revision of the Curricula.

(a) PRIMARY SCHOOLS FOR GIRLS.

It was noticed that there was considerable disparity in the number of Primary Schools, the number of girls' schools being 554 as compared with nearly 15 times the same number of boys' schools. To reduce this disparity in educational facilities, Government were pleased to direct that 500 new Primary Schools for girls should be established, at the rate of 100 per annum, in centres where a sufficiently large number of pupils were available, while in places where a sufficient number was not available for a separate girls' school, co-education was thought to be desirable.

(b) MIDDLE SCHOOLS FOR GIRLS.

For the Middle School education of girls, there were 103 Vernacular Middle Schools and only 13 Anglo-Vernacular Schools. It was directed that all the Vernacular Middle Schools should also be converted to Middle Schools of a bilingual

type as those for boys, all the new schools being staffed entirely by women teachers, and provided with special Industrial Classes to teach girls needle-work, embroidery, lace-making, etc.

(c) TRAINING OF TEACHERS.

To improve the efficiency of existing schools and to provide trained teachers to the new schools to be opened, Government considered it necessary to develop the normal sections of the Maharani's High School, Mysore, and to establish a separate Normal School at Bangalore, which should provide for the training of 100 teachers of Primary Schools.

(d) BUILDING AND EQUIPMENT.

In the construction of school buildings, Government were pleased to direct that the requirements of girls' schools should have preferential treatment, an annual allotment of Rs. 30,000 being set apart for the purpose, and that the equipment of girls' schools should also be improved, on the basis to be fixed by the Board of Education.

(e) REVISION OF THE CURRICULA.

The subject of revision of Curricula of all grades of girls' schools was referred to the Board of Education, with instructions that the curriculum for girls' schools, both of the Primary and Middle School grades, should be made more elastic and a little different from that of boys' schools, special attention being devoted to instruction in subjects useful to women.

It may be added that all the developments contemplated in the above orders could not be given effect to for want of funds and for want of a sufficient number of qualified women teachers to staff all girls' schools, specially in the rural places, and the progress during the years under review has been much slower than was hoped for.

3. NUMBER OF SCHOOLS AND SCHOLARS.

(a) INSTITUTIONS FOR GIRLS.

Year	Arts Colleges	English High Schools	Kannada High Schools	Middle Schools	I. M. Schools	Primary Schools	Special Schools	Total
1921-22 ...	0	3	1	13	94	566	7	685
1926-27 ...	1	5	1	22	49	705	5	788
1931-32 ...	2	5	1	30	...	523	5	566

It will be seen from the table that, while there has been an increase in the number of Arts Colleges, English High and Middle Schools, the Incomplete Middle Schools fell, in the first instance, from 94 to 49 and were subsequently abolished, they being reduced to the stage of Privileged Primary Schools, along with similar schools for boys. The same reasons that rendered Boys' Incomplete Middle Schools inefficient and useless, operated in respect of such girls' schools also, with the additional reason, that parents in moffusil places did not care so much for their daughters learning English, but were eager to educate them in the three R's, music and sewing, so that they may be useful managers of home in their wedded life.

The fall in the number of Primary Schools from 705 in 1926-27 to 523 in 1931-32 was due to the process of amalgamating, during the years 1930-31 and 1931-32, poorly attended girl schools with boys' schools in the same locality with an eye towards efficiency as well as economy.

During the year 1931-32, there were 5,676 Primary Schools for boys under public management, which were more than ten times the number of such Primary Schools for girls. The total strength of boys excluding 23,482 girls reading in boys Primary Schools was 187,879 or 38 percent of the total male population of school-

going age. The total strength of girls excluding 417 boys in girls' Primary Schools was 54,362 or 11.5 percent of the total female population of school-going age. The total male and female populations in the State at the Census of 1931 being almost equal, these figures point to the necessity of opening more girls' schools than boys' schools each year, till this disparity in the respective percentages is fairly remedied.

(b) GIRLS UNDER INSTRUCTION.

Year	Strength in							Boys in Girls' Schools	Girls in Boys' Schools	Total Number of Girls in all Schools
	Colleges	English High Schools	Kannada High Schools	Middle Schools	I. M. Schools	Primary Schools	Special Schools			
1921-22	19	106	19	936	4,042	30,329	219	1,535	17,195	51,330+
1926-27	21	241	24	1,093	740	35,474	171	350	28,629	61,048
1931-32	31	383	24	2,158	..	31,297	458	503	24,064	57,962

The number of girls under instruction in each grade of education at the close of the quinquennium ending with 1926-27, shows a marked increase over the corresponding figures for the previous quinquennium, while there was an increase of about 10,000 girls on the whole. The same phenomenon is noticed in respect of figures relating to 1931-32, except in the case of Primary Schools where there has been a fall of over 4,000 pupils, mostly due to the weeding out of nominal pupils, and to the lack of women teachers to be employed in all co-educational institutions specially in moffusil places. The want of qualified women teachers has all along been a serious handicap operating against the growth of girls' education. While the principle, that women teachers should be employed in all girl schools as well as in Boys' Primary Schools, has been kept in view, attempts to secure such service have proved futile, owing to the number of qualified women turned out annually being still very small, as also to the unwillingness on the part of even those available to serve in the interior parts and in malnad areas. A provision of part-time or full time music teachers to a larger extent than at present in Girls' Primary and Mixed Primary Schools would tend to make girls' education more popular.

Though of late a larger number of girls are taking to higher education, their proportion is still very small and by far the greatest number of girls is found in Primary Classes, from where they are removed as soon as they are old enough to attend to domestic duties. In spite of strenuous efforts made so far to increase the number of girls under instruction, the rate of progress has remained very slow, the percentage of girls under instruction to the total female population having improved during the decennium, from 1.6 to 1.9, both percentages being calculated on the census figures of 1931. The staffing of schools with more and more women teachers, as they become available, the introduction of compulsion, the change of the curricula of girl schools which is now under consideration, and the various influences, such as, the Mysore State Women's Conference, Ladies' Samajas, etc., now operating in the cause of women's education, are all calculated to improve considerably the growth of women's education in the State.

4. EXPENDITURE ON WOMEN'S EDUCATION BY SOURCES.

The following table gives the direct expenditure on girls' institutions, during the quinquennial years of 1921-22, 1926-27, and 1931-32:—

Year	State Funds	Local Funds	Municipal Funds	Fees	Other Sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	3,27,235	1,00,493	3	7,288	75,178	5,10,187
1926-27	5,32,281	38,398	15,448	8,633	65,989	6,60,749
1931-32	4,64,441	1,36,887	4,696	5,077	40,440	6,51,171

The total increase in the direct expenditure on girls' education was, during the decade, about 1·4 lakhs, while the increase on boys' education at the same time was about 18·4 lakhs. The fall in the total expenditure from nearly 6·6 lakhs in 1926-27 to nearly 6·5 lakhs in 1931-32 is due mainly to the transfer of the cost of separate girls' schools amalgamated with boys' schools to the latter budget head.

The average expenditure per pupil in each grade of education during 1931-32 was as follows :—

			Rs.	a.	p.
1.	English Colleges for Women	...	713	0	0
2.	English and Kannada High Schools	...	180	8	0
3.	Middle Schools	...	56	0	0
4.	Primary Schools	...	17	0	0
5.	Technical Schools	...	129	0	0

5. PRIMARY SCHOOLS FOR GIRLS.

During the year 1922-23, there were 566 Girls' Primary Schools with a strength of 22,451 pupils. Some of them, though designated as Primary Schools, maintained also Vernacular Middle School classes, and prepared girl candidates for the Vernacular Lower Secondary Examination. The number of schools and scholars steadily increased partly owing to the bifurcation of Primary and Middle Schools and partly to the new schools opened under the cess schemes of all the districts. In the year 1928-29, there were 704 Primary Girls' Schools, 510 Kannada and 194 Urdu, with a total strength of 35,171 pupils consisting of 26,171 Kannada and 9,000 Urdu pupils; but from this year there has been a fall both in number and strength of the separate girl's schools due to the amalgamation of a number of inefficient girls schools with general schools, with the result that in 1931-32, there were only 523 Girls Primary Schools—313 Kannada and 210 Urdu—with a strength of 31,297 pupils, consisting of 18,298 Kannada pupils and 12,999 Urdu pupils.

(i) RETARDATION.

The phenomenon of wastage and stagnation in the lower classes of girls' schools is seen to exist in a greater degree than in Boys' Primary Schools. Out of a total number of 34,961 girls reading in Primary Schools during 1923-24, 23,616 were in the I year class. The chief cause for this retardation of progress, was the admission of a number of children of even 3 or 4 years of age, who were too young to benefit from the instruction given. Girls, specially in rural schools, absented themselves from school more often than boys to attend to domestic work. Another special factor militating against the steady progress of girls is their early withdrawal from schools either for work at home or for being married. Though, by special efforts made, there has been, of late, a rapid decrease in the percentage of retardation, the only remedy to cure the evil seems to lie in eliciting the co-operation of the parents to give their girls all facilities for securing uninterrupted educational progress, by increasing facilities for the training of a larger number of women to be employed as teachers, which public sentiment demands, and ultimately by the introduction of compulsory attendance. But there are obvious financial difficulties at present in the way of providing additional teachers to existing Primary Schools and of opening a sufficient number of girls' schools with a view to offering increased facilities to the large number of girls of school-going age, who have not been provided so far. In any scheme of educational expansion, including compulsion, the claims of girls' education, is to have the first consideration.

(ii) CO-EDUCATION.

It has already been stated that co-education in the State Primary Schools had made a steady progress, obviating the need of opening a large number of inefficient single-teacher schools separately for girls. From (b) table on page 67 giving the number of girls under instruction, it will be seen that the number of girls reading in boys' schools has increased from 17,195 pupils in 1921-22 to 24,064 pupils in 1931-32 which is 41·5 per cent of the girls at schools, as against 33·5 per cent in 1921-22. The progress would have been still more marked, if only it had been possible, to staff the mixed schools with both men and women teachers. It has been the accepted policy of the Department that in future women teachers should largely be employed in Mixed Primary schools, since they are better fitted to handle

young children and since by their recruitment, it would be possible to provide instruction in sewing, singing, and elementary home-craft, for all girl pupils reading in boys' schools, who have had so far no provision for such special subjects of study.

6. VERNACULAR MIDDLE SCHOOLS.

At the end of the year 1921-22, the number of Vernacular Middle Schools stood at 94 with a strength of 4,042 pupils, of which 30 were Urdu Girls' Schools. In connection with the remodelling of schools, 54 of these schools became Incomplete Middle Schools, while the remaining 40, which had not the minimum strength required, were reduced to the Primary stage. Of these 54 schools, 37 were Kannada Schools with a strength of 2,067 pupils and 17 Urdu Incomplete Middle Schools with a strength of 272 pupils. For reasons already stated in respect of Boys' Incomplete Middle Schools, the Girls' Incomplete Middle Schools also became unpopular, specially in rural areas where people were more eager to educate their daughters in the three R's, some music and sewing so that they may be useful house-wives in their after-life. In consequence, the schools began to suffer both in strength and attendance, chiefly due to the apathy of parents and their narrow social outlook, which stood in the way of the girls remaining in school sufficiently long to reach the higher classes. During the year 1930-31, there were 51 Incomplete Middle Schools with a strength of 957 pupils, 3 of which were developed into Middle Schools and the rest reduced to the Primary stage with Lower Secondary Classes attached to them, the present number of such Schools being 49 Kannada and 26 Urdu Primary Schools.

7. ENGLISH MIDDLE SCHOOLS.

The number of Middle Schools, at the close of the year 1921-22, stood at 19 with a strength of 936 pupils. There has been a steady increase since then, the number of schools and scholars at the close of the year 1932 being 30 and 2,158 respectively. Of the Middle Schools, the old District Headquarter Girls' Middle Schools continued to work fairly efficiently, while the new Middle Schools suffered both in strength and attendance, as many girls left the schools for good after a year or two of study to get themselves married, the parents being unwilling to send them subsequently even when the schools were staffed largely or completely with women teachers. The qualifications of the staff needed improvement also. With these purposes in view, attempts have been steadily made to remove all non-S. S. L. C. men and women teachers in Middle Schools and replace them by duly qualified lady candidates, as they become available. All the unqualified headmistresses have been removed, and almost all Girls' Middle Schools have graduate Head-teachers, who are making very earnest effort to bring the languishing Middle Schools to a high level of efficiency. Music, which was till recently a non-examination subject in Middle Schools, can now be offered as an additional subject and it is hoped that both Middle School Education and music as a subject of study will increase in popularity among girls.

With a view to increasing the number of lady teachers qualified to teach sewing in Girls' Middle and Incomplete Middle Schools, Government were pleased to sanction in the year 1928-29, a sum of Rs. 1,000 to be given as bonus to 40 lady teachers in service as an inducement to them to pass the Proficiency Examination in Sewing instituted in 1930. The examination continued to be held till the year 1933, after which it was ordered to be stopped, since very few candidates appeared at the examination and since Needle-work and Sewing have been made additional subject for the S. S. L. C. Examination.

PRACTICAL INSTRUCTION.

It has already been stated that from July 1922, all the 260 Practical Instruction classes that existed in the previous quinquennium, were abolished in connection with retrenchments. But, as a preliminary step towards the opening of polytechnic schools, contemplated in the orders on the Education Memorandum, two Practical Instruction classes of an improved type in tailoring were opened in June 1923, in the Krishnarajabalika Patasala, Mysore, and the Chamarajapet Girls' Middle School, Bangalore. During the year 1924-25, four more such classes in tailoring

were started in Girls' Middle Schools, but as these classes were found later not to be thriving, all the 6 tailoring classes were subsequently transferred to Middle Schools for boys. In the year 1931-32, there were one Girls' Middle School and three Primary Schools where Charka classes were conducted and one Girls' Adikarnataka Boarding Middle School at Bangalore, where Practical Instruction was imparted in Rattan work and Weaving.

8. VERNACULAR HIGH SCHOOLS.

In the previous quinquennium, there were three Kannada High Schools providing facilities for higher Vernacular education of pupils, who passed the Vernacular Lower Secondary Examination. Of these, one formed the Kanuada High School section of the Maharani's College, Mysore, and the other two were attached to the Vani Vilas Institute, Bangalore, and to the Empress Girls' School at Tunkur. Since the strength in the latter two schools continued to be very low and could not be improved even with the inducement of liberal scholarships sanctioned by Government, these classes were abolished in July 1920 and arrangements were made to strengthen the Upper Secondary Classes in Maharani's High School, Mysore, so that at the opening of the period under report, there was only one Kannada High School, attached to the Maharani's High School with a strength of 18 pupils. During the year 1930-31, Government were pleased to sanction the opening of Urdu Upper Secondary Classes in the Girls' Middle School, Bangalore, which was subsequently transferred to the Zenana Normal School, Mysore, and also suspended for want of duly qualified staff. In the year 1934-35, the First Year Vernacular Training class has been started in this institution with suitable staff.

The highest strength recorded in both the Junior and Senior classes of the Upper Secondary course was 30 during the year 1927-28, which indicates inadequate response for admission into the Junior Upper Secondary class in spite of as many as 40 scholarships tenable in both the classes at Rs. 12 a month. The High School failed to attract pupils, partly due to the difficulty experienced by lady candidates in mastering the subjects prescribed for the examination in a period of two years, and partly to the unattractive pay and prospects held out to candidates, even after successfully getting through the ordeal of this difficult examination. This Kannada High School, like those for men, will cease to exist as such from next year, it being merged in the revised Vernacular Teachers' Certificate Course of three years, instituted in place of the Lower Secondary Training, the Upper Secondary, and the Upper Secondary Training Courses, which together covered a period of five years.

9. ENGLISH HIGH SCHOOLS.

In the year 1921-22, there were three English High Schools, namely (1) The Maharani's High School, Mysore, (2) The Vani Vilas Institute, and (3) The London Mission Girls' High School, Bangalore, with a strength of 106 pupils. In 1922-23, the Methodist Episcopal Mission at Kolar opened High School classes side by side with their Middle School and these classes were recognised in the year 1926-27. In 1924-25, the Convent English Girls' School, Mysore, was developed into a High School, but as the institution prepared candidates for the Cambridge Local Examinations, it was not recognised as a High School for the purposes of the S.S.L.C. Examination. In 1929-30, the IV Form class was opened in the Empress Girls' School, Tunkur, and the institution was gradually developed into a complete High School. Thus, at the close of the year 1931-32, there were five High Schools for girls—three Government and two Aided—with a strength of 383 pupils as against four High Schools with a strength of 162 in the year 1922-23. All the High Schools are maintained efficiently as seen from the remarks made by the Inspecting Officers and by distinguished visitors like the Right Hon'ble V. S. Srinivasa Sastry P.C., Sir P. S. Sivaswamy Iyer and others who have honoured the Government Girls' High Schools with visits.

10. CURRICULA OF STUDIES.

The Curricula of girls' schools largely follow those in use in boys' schools, with only slight modifications and additions required to make them suitable, the reason

for this inelasticity being that, when the demand for women's education increased, women had to adapt themselves to an educational system, which was already there and planned to meet the requirements of boys. Even when separate schools were opened for girls, they were closely modelled on those for boys. All further attempts, to abandon the system of adapting girls to the curriculum and to devise methods by which the curriculum might be adopted to the girls, with a view to making their life richer, nobler and more effective by a school education, has been met with strong protests by the leaders of the women's movement in the State, who insisted on the equality of the sexes and suspected any differentiation in the educational provision for the sexes as a mark of inferiority. Thus it has come about that the present educational system was wrongly orientated so far as women were concerned, and failed in respect of its aims, methods and internal organization, to meet the real needs of women, and it is therefore no surprise that girls' schools could not attract girls in larger numbers and in consequence girls' education has suffered and lagged behind that of boys.

Happily, there has been recently a change in outlook and educated ladies and leaders of feminine thought, have begun to realise that an educational course, far too literary and academic, fails to provide sufficient contact with the practical life of the large majority of women, who will not proceed to University Education, but settle down in life as wives and mothers. It is now more or less recognised by thoughtful educationists, both men and women, that there should be a clear differentiation between the small minority who proceed to the University and the large majority who drop off at the High School stage or even earlier. The former should have full facilities to follow the course adopted for men and complete freedom to choose any subject in the University courses for which they have a natural aptitude, inclination and talent. As regards the latter class of women, it is proposed to introduce special courses in such subjects as Domestic Science, Drawing and Brush-work, Music, Needle-work and Embroidery, Sick-nursing, etc., for which women are known to have a special aptitude.

It is not meant, however, that these subjects have found no place whatever in the school curriculum, but they have not occupied the prominent place they deserve. Domestic Science, though it forms one of the subjects that girls may offer at the Middle School Examination, cannot be taught in a number of such institutions for want of qualified hands, to provide which either a specialised course with ample provision for practice in laundry work, cookery, nursing, etc., will have to be instituted, or teachers sent for training in such institutions as the Lady Irwin College, Delhi, which provide courses mainly intended to train teachers in these subjects.

In High Schools, the subject has no great attraction for girls, since it does not lead to a higher course in the same subject in the University. It is therefore very necessary that the studies for women in the University and the High School stage, should be so framed that they may have a social value in addition to chances of earning a livelihood. An attempt has been made to remodel the course in Domestic Science for girls preparing for the S.S.L.C. Examination and the new course is being conducted, on an experimental basis, in the Vani Vilas Institute, Bangalore

11. SCHOOL-LIFE.

(a) PHYSICAL EDUCATION AND MEDICAL INSPECTION.

There has been a considerable improvement in the methods of physical culture, now adopted in girls schools. In the year 1926-27 a demonstration in the Brete Harte Burton system of Physical Culture, which is based on the harmonious blending of breathing, gestures and movements, and which is particularly suited to girls, was given by Miss Anna Arnshalt of Denmark in the Vani Vilas Institute at Bangalore. This system of exercise was adopted in the Institute and was subsequently extended to other girls' schools also. During April 1928, a vacation class for Physical Education for lady teachers was conducted at Bangalore, under the supervision of Mrs. H. C. Buck of Madras and the trained teachers have in a number of cases adopted the system of physical culture in their respective schools.

In the year 1926-27, Government sanctioned a scheme for the Medical Inspection of the girls reading in the Vani Vilas Institute which was later on extended to all girls' schools in the two cities of Bangalore and Mysore, as also to girls in such other places, where lady medical officers were available. The scheme continued to work

till 1930, when, owing to continued financial difficulties, its operation had to be curtailed in girls' schools.

(b) GAMES.

All the High Schools provide, in addition to physical exercises, both out-door and in-door games, such as, Tennis, Badminton, Volley Ball, Basket Ball, Deck Tennis, Carrom, Draughts, etc. Activity in out-door games is, however, limited by the extent of play-grounds available. The House System, introduced in two High Schools, has allowed every girl to take part in games and has created a wider field for inter-class and inter-school competitions. During the year 1931-32, the girls of the Vani Vilas Institute won both the Silver Jubilee and the Olympic Shields.

To provide means for the development of sports in Middle Schools, the levy of Sports and Reading Room fees were ordered to be levied in such of the girls' Middle Schools as have got facilities for out-door games, exemptions being granted in the cases of Depressed class pupils and of girls residing at a distance of three miles or more from the schools.

(c) LIBRARY, READING ROOM AND DEBATING SOCIETIES.

The Girls' High Schools are equipped with fairly decent libraries, and are also provided with Reading Rooms, which subscribe for important periodicals and newspapers, out of Reading Room Fees, sanctioned to be levied from the year 1928-29, with a view to securing the advantages of a good Reading Room.

All the High Schools have Literary and Debating Societies, which are well-conducted. Debates in English and Kannada are regularly held and dramas enacted in English, Kannada and Sanskrit. The Vani Vilas Institute and the London Mission Girls' High School are successfully conducting the issue of their school magazines "Maithri" and "Lotus," which have provided opportunities to mobilise the attainments of the schools and of their individual members, for the benefit of all those, in and out of school, who may be interested in the progress of women's education in general, and of the institutions in particular. The Vani Vilas Institute has organised a co-operative society also, which is reported to be working satisfactorily.

(d) EXCURSIONS.

Excursions have largely been undertaken by the girls of the Maharani's High School and of the Vani Vilas Institute to places of religious, historic or other interest within the State, such as Sivasamudram, Krishnarajasagara, Magadi, Nandi, Sivanganga Hills, Hesaraghatta and Thippagondanahalli Water Works, Devaryandroog, etc.

(e) HOSTELS.

To meet the difficulty experienced by girls from the mofussil, who come to prosecute their studies in the cities, where most of the schools of the higher grade are located, hostels have been opened in connection with the Maharani's High School, Mysore, and the Vani Vilas Institute, Bangalore. The strength of the hostels rose from 28 and 15 in the year 1922-23, to 50 and 20 respectively in 1931-32. The Aided Institutions, viz., the London Mission Girls' High School, Bangalore, and the Methodist Episcopal Mission Girls' High School, Kolar, have also hostels attached to them, their respective strength in the year 1931-32 being 70 and 182, including the pupils in the lower classes also.

(f) SOCIAL SERVICE.

In the year 1928-29, the Vani Vilas Institute organized successful music concerts and contributed out of the proceeds a sum of Rs. 1,425—for the benefit of the City Maternity and Child Welfare Association. A benefit performance was organized in July 1930 in aid of the Mysore State Ladies Conference and a variety entertainment was got up in connection with the All-India Educational Conference held at Bangalore in December 1931. The girls of the Institute paid visits to the Central Jail and the Mental Hospital, when they entertained the inmates with vocal and instrumental music. The girls of the London Mission Girls' High

School visited the milk centres at Ganigarpet, Bangalore City, in turns, thrice a week and rendered help in the way of bathing babies and preparing milk for feeding bottles.

(g) SCHOLARSHIPS AND OTHER FACILITIES.

Throughout the period under report and prior to it, education for girls in the State has been free in all its stages in Government institutions, while the Aided High Schools levied fees. The Government have since considered it expedient to direct the levy of a reduced scale of fees for girls in High Schools from the beginning of July 1933. Fees are now levied at half the rates prescribed for boys, High Schools, while the percentage of freeships has been fixed, for the present, at 50 per cent of the total strength, exclusive of those going along with scholarships. In addition to special and Depressed Class Scholarships, 330 girls' scholarships are awarded in different grades of schools and at varying rates, the scholarships being tenable for 10 months in the year. Girl candidates have been given the concession to appear for the S.S.L.C. Public Examination without having undergone the school course, on production of a certificate from the head of a recognised High School, or any Inspecting Officer of the Department of a status not lower than that of a District Educational Officer, that they have undergone a regular course in private in the subjects they bring up for the Examination and it is reported that this concession is being utilised.

12. TRAINING INSTITUTIONS.

During the decade, there were three Training Institutions for women namely, (1) The Women's Training College, Mysore, (2) The Zenana Normal School, Mysore, and (3) The Aided Wesleyan Mission Normal School for girls, Bangalore. The Women's Training College formed at first the training section attached to Maharani's High School, Mysore, which had in addition the Middle and the Primary sections also. The institution with its several sections was found to be unwieldy and during the year 1927-28, arrangements were made for the separation of the various sections into four different and independent institutions, each under a separate head, namely, (1) The Maharani's High School with only the English High School classes, (2) The Maharani's Middle School, (3) The Maharani's Primary School, and (4) the Maharani's Women's Training College. Thus the original training section was converted into a Training College with Under-graduates', Upper Secondary and Lower Secondary Training classes and the Upper Secondary classes. The institutions were located in a rented building in Lakshmiপুরam and the Krishnaraja Balika Middle and Primary Schools were attached to it for the practice of teaching.

The Zenana Normal School, Mysore, was reorganized in the year 1923-24 and divided into three sections, viz., the Training Section, the Middle School Section, and the Primary Section. The Middle School Section was subsequently abolished, as there is now a separate Middle School.

The strength of the three training schools in the year 1931-32 were 63, 31 and 19 respectively, or a total of 113 pupils, a number too small for present needs. In spite of the availability of a good number of stipends at the increased rates of Rs. 12—for Upper Secondary Training and of Rs. 10—for Lower Secondary Training, very few private candidates have been induced to take to the training courses. As already stated, the inadequate supply of women teachers has proved a serious obstacle in the way of the progress of female education as public sentiment, specially in the moffusil, is against sending grown-up girls to schools specially where men teachers are employed. The situation has thus resolved itself into a vicious circle wherein girls are prohibited from continuing their studies because there are no women teachers, and there are no women teachers, because girls do not prosecute their studies to a sufficient degree. There is no way getting out unless women come forward to take up the profession of teaching in a spirit of social service and patriotic duty and in large numbers, so that the annual output of qualified women teachers may be adequate for the needs of all girls' and mixed Primary Schools.

13. INDUSTRIAL SCHOOLS FOR GIRLS.

At the beginning of the period, there were four Industrial Schools for girls, namely, (1) The Depressed Class Industrial School, Mysore. (2) St. Ignatius

Industrial School, Mysore. (3) The Wesleyan Mission Orphanage, Hassan, and (4) The Women's Home, Mysore. out of which the first two ceased to exist from the year 1924-25.

The Wesleyan Mission Orphanage, Hassan, is a Boarding Home for Christian girls, studying in the Middle and Primary classes, as also in the Industrial classes of the Orphanage. In the year 1931-32, there were 40 pupils, receiving instruction in industrial subjects.

In the year 1925-26, the St. Mary's Economic Industrial and Middle School, Bangalore, was recognised, so that at the close of the period, there were only two Industrial schools—the Wesleyan Mission Orphanage, Hassan, with a strength of 40 pupils, and St. Mary's Economic Industrial and Middle School with a strength of 346—in addition to the Women's Home, Mysore.

The Women's Home, Mysore, originally started by the late Rao Bahadur A. Narsimha Iyeugar from Devaraja Bahadur Charity Fund, was taken over under Government management and made a part of the Maharani's High School and its hostel to lodge and board poor students free of charge. The Home then became the Maharani's High School Industrial Class, where Rattan Work, Drawing and Needle-work were taught. This Industrial-class was subsequently re-organized and converted into a Vocational Institute for Women in the year 1924-25, since when, it has been included for purposes of statistics under the Maharani's High School. The Committee for the management of the Institute was reconstituted in the year 1928-29 and a full-time Superintendent was appointed in the year 1930-31. The Institute admits poor women as free-boarders and gives them training in Weaving, Tailoring and Needle-work.

To encourage education of women in vocational subjects, Government sanctioned in the year 1931-32, the grant of two scholarships each of Rs. 15/ per month, for a period of two years, out of the education cess funds of the Chitaldrug District, to two girls of the district to undergo training in Weaving. Later, a resolution was passed by the Women's Education Advisory Board, that a few vocational courses for the working class women, such as, the making of mats and baskets, pith garlands, sandal sticks, bamboo-chicks, rough carpets and nets etc., and a few vocational courses for the middle and the wealthy class women such as Needle-work, Weaving, Embroidery, Fret-work, Photography, etc., should be started at each Taluk headquarter, but no action could be taken in the matter for want of funds.

14. EXAMINATION RESULTS.

The following figures show the number of candidates who appeared for the various examinations and the number that passed during the years 1921-22, 1926-27 and 1931-32.

Examinations	1921-22		1926-27		1931-32	
	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed
S.S.L.C. ...	33	13	67	46	102	51
Upper Secondary ...	9	1	10	3	13	3
Middle School ...	93	47	202	106	425	197
Lower Secondary ...	423	219	402	168	395	127
L.S.T.C. Grade ...	61	39	55	17	38	4
U.S.T.C. Grade ...	4	3	5	3	4	2
Special Sewing ...	14	9	3	2	14	2

It will be seen that the number of candidates appearing for the S. S. L. C. and Middle School Examinations and the number that passed have steadily increased, showing perhaps the present tendency in girls to continue their studies to a much older age than 10 or 12 years, at which age girls generally dropped off before, as also their preferring the High School Course after passing the Middle School Examination to a professional course in the Training Schools. The training institutions are thus almost starved, in spite of inducements held out, and only

turn out a very small fraction of the trained teachers that are needed for employment in all girls' Primary and Mixed Schools. In the year 1931-32, only six girls passed out of the training schools, a number quite too small for the present requirements.

15. INSPECTION.

In May 1918, it was pointed out by the Inspector-General of Education, that it was very necessary to have a separate staff exclusively for the inspection of girls' schools and to strengthen the existing staff by the appointment of three more Assistant Inspectresses, each on a pay of Rs. 75-10-125. The additions were sanctioned, but the appointment of the District Inspectress existing at the time was converted into that of an Assistant Inspectress. The scheme of a separate Inspectorate for Girls' Schools, thus consisting of one Inspectress, five Assistant Inspectresses for Kannada Girls' Schools and two for Urdu Girls' Schools, was found to be generally successful and was made permanent, after a fair trial since 1919. During the year 1923-24, a Deputy Inspectress of Education was appointed in lieu of two Assistant Inspectresses with control over girls' schools in the districts of Mysore, Tumkur, and Hassan. Under the re-organization of the Inspectorate in 1927, the posts of the Inspectress and the Deputy Inspectress of Education were abolished and four Assistant Inspectresses for the inspection of Kannada schools and two for Urdu schools were retained with curtailed powers, their administrative control over all girls' schools, excepting the High Schools, being vested with the District Educational Officers. In lieu of the post of the Inspectress, a post of Lady Assistant was created at the Head Office, but was retrenched in the year 1931.

The scope of their work was thus restricted to mere inspection of girls' schools, submitting inspection reports to the Deputy Directors to whom they were directly subordinate, and carrying on propaganda work during their tours for creating an atmosphere favourable to the spread of women's education. From July 1931, the posts of the four Assistant Inspectresses of Kannada Girls' Schools were abolished, both as a measure of retrenchment and also because the expectation with which the posts were retained with restricted powers was not realised. Thus there are now only two Assistant Inspectresses for the inspection of Urdu Girls' Schools and all Kannada Girls' Schools are now inspected by the Assistant Inspectors of Education. The Girls' Middle Schools are inspected by the District Educational Officers, and Girls' High Schools by the Deputy Directors of Public Instruction.

The policy underlying the re-organization of the Inspectorate, which has thus brought about almost a total abolition of the women inspectorate, has been criticised in certain quarters as being a retrograde step. Of late, there is a strong opinion, that work in girls' schools has suffered and that the fall in strength in girls' schools is partly due to the absence of women Inspectors, who could inspect girls' schools more efficiently and act as missionaries in the cause of female education. It may be contended that the extent to which girls' schools are staffed by women and inspected by women has considerable effect on the popularity and progress of women's education. If it is not possible to revive the old women Inspectorate, it is certainly necessary that qualified women should at least be afforded full opportunities of working as Inspecting Officers in a common cadre, exercising control over all classes of institutions.

16. GIRLS' SCHOOL COMMITTEES.

Each girls' school, whether urban or rural, had a committee, consisting of official and non-official ladies and gentlemen interested in women's education, to supervise its working, and secure conditions favourable to its effective work and development. These committees were generally appointed for a period of three years and reconstituted from time to time. During the year 1927-28, the Government passed orders, empowering the Deputy Directors of Public Instruction to appoint committees for girls' Middle Schools, in consultation with the Deputy Commissioners of Districts, and the District Educational Officers to appoint committees for all girls' Primary Schools. These committees continued to take keen interest in the welfare of the schools under their control, and to help the spread of education by inducing parents to send their daughters to schools, as also

in other ways, and their attitude towards the Department has been one of hearty co-operation.

17. WOMEN'S EDUCATION ADVISORY BOARD.

On the abolition of the post of the Lady Assistant to the Director of Public Instruction, the Government were moved to constitute a Women's Education Advisory Committee, which would be able to make suggestions and offer opinions on all questions of policy and development in respect of women's education in the State. The committee was accordingly constituted in pursuance of orders of Government, dated 13th July 1932, its membership being limited to 15, of whom not less than 10 were to be women. The general functions of the committee are (1) to call for information on any matter of a general character, relating to the education of girls, (2) to make recommendations in respect of institution of new schools for given areas or of new courses of studies, etc., (3) to prepare a programme of expansion for the education of girls, and (4) to appoint sub-committees to examine and report on specific matters referred to them. The committee has already held three meetings, at which various questions, relating to the development of women's education, have been fully discussed and resolutions passed.

18. THE MAHILA SEVA SAMAJA, BANGALORE.

The Samaja was founded nearly nineteen years ago by the late lamented Mrs. Parvatanma Chandrasekhara Iyer, during which time, it has been a leader among the Stree Samajas and other agencies concerned with the education and advancement of the women in the State. The work of the Samaja has all along been conducted by a Council of Management consisting of Indian ladies of position and culture, a committee of Gentlemen Helpers and the Educational Staff of the school. The expenditure of the Samaja which amounts to Rs. 1,000 a month is met by monthly subscriptions from members, donations, Government and City Municipal grants, special class receipts and a few other sources. The Statement of Receipts and Expenditure for the year 1932-33 shows a closing balance of Rs. 20,356-5-8 at the credit of the Samaja.

One distinctive feature of the Samaja is that it is an organization of a purely non-official character, conducted by women of culture and as such it is in a position to understand the actual needs of women and provide for them the right sort of education which would enable them to do their household duties in a capable manner and teach them to be useful members of society. The Samaja not only carries out a programme of active social service but also gives every encouragement to intellectual and cultural pursuits through its several departments of activity, namely, (1) The Middle School, (2) The Experimental School, (3) Adult classes, and (4) Library and Reading Room.

(1) THE MIDDLE SCHOOL DEPARTMENT.

The enrolment in this Department in the year 1931-32 was 288, of whom 154 were in the Middle Section and 134 in the Primary Section. In addition to the subjects of regular instruction prescribed by the Department of Public Instruction, weekly classes were held in which talks on home management, and practical demonstrations in cooking, laundry, sick-nursing, first-aid and gardening were given. Religious and Moral Instruction based on Indian religious literature was imparted on every Friday. The girls received instruction also in Music, Tailoring, Embroidery, Drill and Games. For the Middle School Examination of 1932, 28 candidates appeared, of whom one girl passed in first class, and fourteen in the second class. In the year 1931-32, the Middle and Primary sections, where education is free, received a grant of Rs. 3,250 for the year from Government.

(2) THE EXPERIMENTAL SCHOOL.

Experience having shown, that the period of eight years, as prescribed by Government, was too long to be spent on Primary and Middle grades of education, specially in view of the fact that the majority of girls drop off early, an experimental school was started in the year 1929-30, to find out the possibility of covering the portions prescribed for both the grades within a period of six years. The

curricula of studies, which aimed at an all-round cultural training, included English, Sanskrit, Kannada, Nature Study, Drawing, Arithmetic, History and Geography, Musical Drill, Games and Vocal Music. The school had a strength of 140 pupils in 1931-32 and was maintained by fees collected at the rate of Rs. 2 a month in the I and II classes, Rs. 2-8-0 in the III and IV classes and Rs. 3 in the V and VI classes and by the special grant of Rs. 450 a year paid by Government. At the end of the fifth year after starting, the progress of the pupils was found to be so satisfactory that permission was sought for and obtained to send the first batch of six students to the Middle School Examination of 1934. Of the six girls that sat for the examination, five passed with one in first class. Although the experiment appears to be a success, it is too premature to accept the results for general application in view of the other factors, such as, heredity, general intelligence, etc., that may have contributed to the success.

(3) ADULT CLASSES.

Adult classes in Hindi, Sanskrit, English, Needle-work and Embroidery were conducted, the Hindi and Embroidery classes being well-attended. Classes in Hindi were held for Prathamika, Madhyama and Rashtra Bhasha Examinations and during the year 1932-33, 17 with 10 in first class, six and five students passed in the respective examinations.

(4) THE LIBRARY AND THE READING ROOM.

The Library and the Reading Room are well-attended. The Reading Room, which gets a grant of Rs. 300 from the City Municipal Council, is provided with a number of newspapers and magazines in Kannada, Hindi and English. A Current Events class is held every week, when, with the help of illustrated papers and magazines, a review of the Week's news is given. A large number of ladies and senior girls take advantage of this class and become acquainted with present day affairs.

At the annual Prize Distribution function held on 29th February 1933, Lady Mirza M. Ismail presided and in the course of her speech observed on the work of the Samaja as follows :—

"I hope the pupils of this institution are imbibing high ideals, which will enable them to serve their Motherland as good wives, noble mothers and useful citizens. There is ample scope for the development of these virtues in this institution. The full and ambitious programme comprising, among other subjects, baby welfare, fine arts and physical culture, is meeting to some extent the civic and other needs of women and children in the City. I congratulate the Managing Committee on the good work done in the Samaja, and on the popularity which it continues to enjoy, wishing it ever increasing prosperity."

19. THE MYSORE STATE WOMEN'S CONFERENCE.

The Mysore State Women's Conference was started in the year 1926, under the distinguished Presidentship of Lady Mirza M. Ismail, and was attended by a large representative gathering of ladies including, Hindus, Muslims, Christians and Parsis. The movement was not a casual gathering, but formed part of a larger movement, a number of similar conferences being held during the year in various parts of India.

The first Conference was held at the Vani Vilas Institute on 13th November 1926 and was specially significant in that it had brought ladies of all creeds, castes and communities together to take part in discussing questions relating to educational and social reform and in suggesting a solution to some of the most important problems of women's education. The list of subjects brought before the Conference practically covered the whole field of women's education and referred to some of the most urgent problems relating thereto, such as, the rigid system of the Purdah, Co-education, Compulsory Primary Education for girls, Religious and Moral Instruction and Vocational training for girls, on each of which resolutions were passed unanimously.

The first four years after starting the Conference were spent in organizing the constitution, in establishing agencies for work in the districts and in deciding the lines of activities to be undertaken. A Standing Committee was formed to administer the affairs of the Conference and constituent conferences were organized at all the District Headquarters and Davangere, each constituent area sending

one representative member to the Standing Committee and not less than six elected delegates to the Annual Conference.

During the subsequent three years, the Conference has been steadily enlarging its activities which are many-sided. Besides keeping a watchful eye on the interests of women generally, the Conference paid special attention towards organizing the Girl Guide Movement, carrying on child-welfare work, establishing Creches, opening schools for adults and children, and doing propoganda in the field of social service.

At the seventh session of the Conference held in Tumkur in November 1932, it was decided that each constituent area should select centres for social and educational work, specially in rural parts, the work at these centres being carried on according to a definite programme by paid and voluntary staff of workers. It was further decided to make one village to begin with the centre of educational experiment. Accordingly, the Standing Committee decided on carrying the experiment at Yediur, a village a few miles from Bangalore, selected on account of the willingness of the people to educate their girls and their ready co-operation in having offered a building free of rent to locate the school. On 11th August 1932, the school was opened by Lady Mirza M. Ismail, in the presence of a large number of ladies and village women.

THE YEDIYUR SCHOOL.

The school began with a strength of 10 pupils which soon increased to 54 including a few boys. Within the short period of a year and a half, the girls have made commendable progress and evinced great interest in sewing, games, recitation and acting. A suitable building estimated at Rs. 4,000 and contributed mainly by the District Board, the village Panchayet and other well-wishers was recently constructed and occupied on 25th June 1934. A grant of Rs. 50 a year was sanctioned by Government in 1933.

A weekly sewing class for adult women has also been opened and the classes are conducted by honorary workers. The Sewing class is very popular among the village women, a good number of whom have made a satisfactory progress.

HOME INDUSTRIES CLASSES.

The Conference started in September 1932 a Home Industries School which is now located in the Urdu Middle School, Basavangudi, the average attendance at the school being about 60. Rattan-work, Needle-work and Sewing, and plain-cutting were some of the industries taught to begin with. In the year 1933, classes in Weaving and Embroidery work were added, the Department of Industries and Commerce having allowed gratuitously the services of a Weaving Instructress and an Embroidery teacher from February 1933.

THE CRECHE AT BELLIMUTT ROAD.

The Creche at Bellimutt Road, Bangalore City, run by the Conference is progressing satisfactorily. The health and general conditions of the babies attending the creche is good. During the year 1932-33, 196 babies attended the Creche. A trained nurse has been employed and the Medical Visitor, Dr. Vas. continued to visit the creche twice a week.

In addition to these activities in and around Bangalore City, the Mysore Constituent Conference has started an experimental school at Varuna, and the Shimoga Conference, at Shikarpur and Sagar.

The Mysore State Women's Conference has evolved a Five-Year Plan for the eradication of illiteracy among adult women in the State within a prescribed period of time. The plan contemplates the appointment of a paid lady graduate in each constituent area to help the local President in organizing a net-work of agencies linking the districts, taluks and villages, in spreading the ideals of the Conference, and in starting centres for social and educational work in all taluks and villages. The plan aims to establish at least six centres of work in each district during the first year, their number being increased during each of the subsequent years. At each centre, three-hour classes are to be held daily for educational and industrial instruction by paid and honorary workers, and the list of activities planned at each centre of work comprises (1) Health Projects, (2) Community Projects,

(3) Industrial Training, and (4) Social Service. The plan is proposed to be put into execution as soon as funds estimated at Rs. 75,000 and required for the working of the scheme for five years become available.

By its activities and laudable objects, the Conference has now come to be recognised as the representative organization for safeguarding women's interests in the State, an organization which, recognising no distinction or limitation of caste, creed or colour, has been whole-heartedly working for the advancement of women. In the speech delivered on the occasion of the presentation of an address to Lady Mirza M. Ismail by the Mysore State Women's Conference on 6th March 1933, Her Highness the Yuvarani of Mysore observed as follows:—

“ For the past six years, the members of the Conference have done splendid and praise-worthy work, ungrudgingly devoting much of their time and their means in bearing the torch of civilisation and progress. The Conference may well be proud of its achievements.”

CHAPTER VII.

MAHOMEDAN EDUCATION.

1. GENERAL REMARKS.

ACCORDING to the Census figures of 1931, the Muslim population in the State, excluding the Civil and Military Station, Bangalore, was 3·7 lakhs out of a total population of about 64·2 lakhs. The percentage of Muslim population to the total population was thus 5·76 as against 5·4 recorded at the Census of 1921, the increase in the Muslim population during the decade being 54,616 persons. Out of this population, over 40 per cent live in towns, and the rest are scattered all over the State. Though a larger proportion live in the country than in towns, yet the Muslims are a much more urban population than the Hindus, who live very largely in villages. Out of every 10,000 Muslims, 4,244 consisting mainly of women and children could speak only Urdu, the language largely employed in domestic and communal intercourse, while the remaining 5,756 were able to speak other languages, of whom 4,826 could speak Kannada, 909 Telugu and 280 Tamil. Nearly half the Urdu speaking population is, therefore, able to use Kannada in ordinary intercourse. The proportion of Muslims using Kannada as the subsidiary language is large everywhere, except in Kolar District which largely contributes the Telugu proportion, and the Kolar Gold Fields, the Tamil proportion, with the result that, in rural areas where Muslim boys and girls freely mix with other children and learn to speak Kannada at an early age, the language difficulty, observed in the Memorandum on Education, is not so keenly felt.

Though the Muslims in the State form a numerically small minority community, yet in its social polity and present living sense of solidarity, the Muslims, with their past traditions, are unquestionably an important and powerful minority. Since the progress of the State as a whole is bound up with the educational progress of such an important section of its people, the Government have, ever since educational organization developed in the State, recognised the principle of giving the Muslim population of the State facilities for the education of their children in their mother-tongue, and in pursuance of this policy, separate Urdu Schools for boys and girls have been established in various parts of the State. So long as the keenness for education was low, a small number of such schools met the needs of the community; but in recent years, with the awakening of the community as a whole to their educational backwardness, in common with the general popular awakening witnessed in the State and in India as a result of the post-war conditions, the demand for a wide expansion of Middle and Primary Schools has grown apace. Such an expansion is not only faced with additional financial difficulty, but also with the difficulty in the way of staffing, specially separate Urdu Middle schools, with qualified teachers, though in recent years Muslim graduates and undergraduates have begun in increasing numbers to seek employment in the Education Department as largely as others have done. In the case of girls' schools, the difficulties of efficient staffing are even greater and, in addition, there is the obstacle of the Ghosha system necessitating arrangements to be made for covered conveyances to carry ghosha pupils to and from school, which, even in spite of the cost, fails to secure attendance of all pupils in time for school work. There being little possibility now or in the near future, of an appreciable increase of schools, whether of Kannada or Urdu, owing to continued financial stringency, practical devices will have to be sought to secure the desired end. The devices that have been suggested are (1) the co-education of Muslim boys and girls so far as the I and II year classes in Primary Schools are concerned, and (2) facilitating the progress of pupils from Urdu Primary Schools to Kannada Middle Schools, by introducing the teaching of Kannada in the Upper Classes of the former, in lieu of one or two comparatively unimportant subjects to avoid undue strain on the pupils. With the concurrence of the Mahomedan Education Advisory Committee, experiments in the direction of both these devices are being tried in a few schools in Chitaldrug District, while the latter device is intended to be experimentally tried in other districts also.

At the close of the year 1931-32, the number of public institutions meant exclusively for Muslims numbered 850 or 10·7 per cent of the total number of such institutions, with a strength of 34,814 pupils, including 13,221 girls. Taking the

population of school-going age at the conventional figure of 15 per cent of the total Muslim population according to the Census of 1931, the percentage of Muslim boys and girls at school to their respective population of school-going age was 93.1 and 51.7 as against 50.7 and 12.7, which were the percentages of all boys and girls at school to the respective population of school-going age. These figures are "a curious revelation of the educational conditions prevailing in the community," and prove conclusively that a large percentage of the pupils are over-aged and are drawn from beyond the limits adopted as marking off the school-going from the rest of the population. That this is so is sufficiently borne out by the fact that Muslim boys and girls begin their education at a later stage and are relatively very much older than the Hindus and Christians, grade to grade. As observed in the Administration Report for the year 1918-19, it probably signifies 'the presence of a certain amount of earnestness and zeal for education and the prevalence of conditions which do not permit of that earnestness and zeal being utilised early enough and to the best possible advantage.' Although at the bottom of the educational ladder, the Muslim boys and girls are thus found in numbers 'more than proportionate to their population,' they quickly lose the advantage, as they begin their education late in life, and more and more drop off at each higher stage, having grown old enough to enter some profession to earn their livelihood. This fact accounts for the very large diminution in the number of pupils entering High Schools and Colleges, as compared with the lower grades. Even the education imparted in Primary and Middle Schools has been rendered inefficient by the isolated existence of the schools and by a want of efficient and qualified teachers, while in the case of girls, the dearth of women teachers, with a qualification higher than L.S.T.C. and the Ghosha system have, in addition, operated as serious obstacles to proportionate educational advancement.

2. MUSLIM EDUCATION AND MEMORANDUM ORDERS.

In connection with the Memorandum on Education, the problems relating to Muslim Education were fully considered in the light of the suggestions made by the Mahomedan Educational Conference held in December 1918. It was found that the question of Muslim Education was complicated by several circumstances which were (1) that the Muslim population has been scattered throughout the State, so much so that the possibilities of their education in separate schools has been limited, (2) that considerable difficulty is felt in learning Kannada as a Vernacular Examination subject, as the pupils have also to learn two other languages, Urdu and English, in the Middle School stage, (3) that the pupils attend school at such a late age that their prospects of advancement in education, before reaching the age of earning a livelihood, was limited, (4) that as the system of educating them in separate schools has been adopted, the schools are manned by a very inefficient staff and considerable difficulty is felt in securing teachers, (5) that the isolation of the pupils from pupils of other communities, more forward in education, deprived them of the sense of emulation, the spirit of enterprise and a broader outlook in general, (6) that the number of pupils, resorting to higher education was so low, that, unless special attempts were made to encourage the higher education of Muslims, their progress in education would be very slow and (7) that the problem of the education of Muslim girls was further complicated by the Ghosha system, which rendered it equally difficult to secure trained mistresses as well as the attendance of pupils.

After a careful consideration of all aspects, Government were pleased to direct (1) that the provisions of the Compulsory Education Regulation, requiring a pupil to attend school in his seventh year, should be strictly enforced, as the only means of reducing the age at which Muslim pupils attend school, (2) that the efficiency of teaching should be improved by a larger recruitment of Hindu teachers, knowing Urdu, and by a liberal grant of scholarships to Muslim pupils taking to higher education, (3) that in centres not having a sufficiently large Muslim population to justify the maintenance of a separate school, a Hindustani Munshi may be attached to the Primary or Middle School, provided there was a minimum strength of 15 pupils in a Primary School and 10 pupils in a Middle School, and (4) that all Hindustani Middle Schools be converted to Anglo-Hindustani Schools, to provide better facilities of English education of the middle grade.

It was further suggested that the possibilities of fitting in the Middle School Education of the Muslims with the general Middle School Course by the

appointment of special teachers for teaching Urdu and thereby bringing it into line with general education as has been done in the High School standard, and in the case of rural schools, to make a trial of common education with special facilities for learning Urdu, might be considered by Muslim leaders. In case these suggestions were found acceptable, it was believed that the problem confronting Government in the way of providing special facilities for the education of muslim boys would be solved.

In respect of education of Muslim girls, separate schools were considered necessary for a long time to come. As the number of pupils would be very limited, Government directed that facilities for the higher education of Muslim girls may be afforded as suggested by the Mahomedan Educational Conference, by establishing a Central Anglo-Hindustani Girls' School with boarding arrangements, so as to enable girls from all parts of the State to attend it and by staffing the Maharani's High School and the Vani Vilas Institute entirely by lady teachers to facilitate the admission of the Ghosha ladies to these schools.

3. GENERAL STATISTICS.

(a) SCHOOLS.

The following table gives the number of recognised institutions exclusively intended for Muslim Education, during the years 1921-22, 1926-27 and 1931-32.

Year	Institutions for boys					Institutions for girls					Total
	Urdu High School	Train- ing School	Urdu Middle School	Urdu L. S. School	Pri- mary School	Train- ing School	Urdu Middle School	Urdu L. S. School	Pri- mary School		
1921-22 ...	1	1	9	46	641	1	...	30	137	866	
1926-27 ...	1	1	21	48	660	1	2	18	188	940	
1931-32 ...	1	1	29	...	605	1	3	..	210	850	

The table shows that increased facilities have been provided, both for boys and girls, in respect of middle grade of education by the opening of Middle Schools in several such places where English High Schools have been started and also at various centres of Muslim population. The Urdu Lower Secondary Schools were, like Kannada Lower Secondary Schools, converted into Incomplete Middle Schools imparting instruction in English of the standard of the II year class of Middle Schools, and were latterly abolished along with similar Kannada Schools, either by conversion into Middle Schools or by reduction into the stage of Primary Schools with Lower Secondary classes. The fall in the number of Primary Schools for boys from 660 in 1926-27 to 605 in 1931-32 is to be explained as due to the abolition of a number of unsatisfactory Adult Night Schools in the year 1931.

(b) SCHOLARS.

The following table gives the total number of Muslim pupils reading in all schools of the State and their distribution among various grades of institutions.

Year	Distribution among various grades of schools					Number reading in				Total	P. C. of muslim boys in recognised schools to the total male population	P. C. of muslim girls in recognised schools to the total female population
	Colleges	English High Schools	Vernacular High Schools	Middle Schools	I. M. Schools	Primary Schools	Training Schools	Technical Schools	Private Schools			
1921-22 ...	12	400	33	1,447	9,301*	26,555	92	1,64†	465	38,469	14.5	5.9
1926-27 ...	61	495	42	1,763	937	39,522	94	192	552	43,658	15.5	7.3
1931-32 ...	165	560	36	2,723	...	37,357	61	228	...	41,150	14.2	7.7

* Includes strength of the Primary sections attached to Incomplete Middle Schools.

† Excluding 617 pupils in Practical Instruction classes abolished with effect from 1st July 1922.

It will be seen that the table records an appreciable increase in the number of Muslim scholars in the Arts Colleges, Secondary and Primary Schools over the figures for the year 1921-22. The tendency to drop out as the higher stages were approached has been, in recent years, checked by a liberal provision of scholarships and of special concessions provided by Government, and by the keen interest evinced by leaders of Muslim public opinion in the State. The fall in the total strength of muslim pupils, as between the years 1926-27 and 1931-32 is due to the abolition of a number of inefficient Adult Night Schools in the year 1930-31, as also to an actual decrease in the strength of pupils in Urdu Schools in common with general schools, especially as a result of the present economic depression, and the removal of absentee names from the rolls. During the period of review, the number of Muslim girls at school increased from 7,231 in 1921-22 to 13,221 in 1931-32, the increase being nearly 83 per cent.

Calculating the percentages on the basis of population of Muslims and of all communities as recorded at the Census of 1931, it will be further seen that in the year 1931-32, the percentages of Muslim boys reading in recognised institutions of the State to the total Muslim male population and of Muslim girls to the total Muslim female population work out to 14.2 and 7.7 as against 7.6 and 1.9 which were the percentages of boys and girls of all communities to their respective total population. These figures indicate a more satisfactory position of the Muslim community in relation to all other communities.

The percentages, calculated on the same basis for the year 1921-22, are 14.5 and 5.9 for Muslim boys and girls respectively and 7.6 and 1.6 for boys and girls of all communities. A comparison of the percentages will show that, while there has been no improvement in respect of boys of all communities, the percentage being the same 7.6, the percentage of Muslim boys indicate a fall from 14.5 to 14.2, and that, while the percentage of Muslim girls improved from 5.9 to 7.7 showing that Muslim girls are ahead of girls of all communities taken together, in spite of the Ghosha system and other obstacles in their way.

4. EXPENDITURE ON MUSLIM EDUCATION.

The total expenditure incurred by Government in each of the years of the second half of the period under report, on separate educational institutions intended for pupils of the Muslim community, was as follows:—

Year.				Amount.
				Rs.
1927-28	...	...	...	4,65,000
1928-29	...	...	...	4,79,000
1929-30	...	...	...	5,22,602
1930-31	...	...	...	5,80,475
1931-32	...	...	...	5,45,530

The decrease in expenditure during 1931-32 is explained by retrenchments effected in the expenditure on Middle Schools for boys, on technical schools and on buildings and scholarships. The average expenditure incurred during 1931-32 per pupil per annum in Middle and Primary Schools for boys and girls and in the Zenana Normal School, Mysore, was as follows:—

Kind of Schools.	Cost per Head.			
	Rs.	a.	p.	
Urdu Middle School for boys	34 10 0
Urdu Middle School for girls	43 3 0
Urdu Primary School for boys	10 12 0
Urdu Primary School for girls	11 7 0
Zenana Normal School	423 0 0

5. STAGES OF INSTRUCTION.

(a) ENGLISH HIGH SCHOOLS.

Muslim boys and girls receive their High School education in the general High Schools where the medium of instruction is English, and where necessary

provision has been made for the teaching of languages, such as Urdu, Persian and Arabic. The progress of Muslim pupils in this grade of education may be considered to be quite satisfactory, since such education is carried on under conditions which give free scope for emulation and intermingling with other students. The number of Muslim boys and girls reading in High Schools increased from 396 boys and 4 girls in 1921-22 to 536 boys and 24 girls in 1931-32. For the encouragement of High School education among Muslim pupils by means of instituting more scholarships, the Director of Public Instruction was empowered during 1929-30 to accept, subject to certain conditions, contributions ranging between Rs. 500 and Rs. 2,000 at a time up to the maximum limit of Rs. 20,000, to be deposited at concessional rates of interest, a sum equal to the interest realised every year being contributed by Government, so as to increase the fund. A sum of Rs. 14,000 has been deposited so far, and scholarships are now being awarded under the scheme.

To encourage Muslim girls to take to higher education, the Government were pleased to sanction, in the year 1926-27, two scholarships of Rs. 250 each per annum for Muslim girls desirous of pursuing High School Education at Aligarh. But these scholarships could not be awarded as no applications were received in spite of wide publicity given. For the same purpose, the Government have sanctioned the following scholarships:—(1) A special scholarship of Rs. 50 per mensem tenable for nine months in the year and for a period of four years was sanctioned in the year 1927-28 to a Muslim lady to enable her to take the B.A. Degree Examination, (2) a special scholarship of Rs. 24 per mensem, in addition to the scholarship of Rs. 16 per mensem granted by the University, was sanctioned in the year 1928-29 to a Muslim lady to enable her to complete the Intermediate Examination, after passing which the same lady was given in the year 1930-31, a special scholarship of Rs. 30 tenable for ten months and for two years, in addition to the University scholarship of Rs. 20 per mensem, to enable her to take the B.A. Course in the Maharani's College, Mysore, (3) in the year 1929-30, a special scholarship of Rs. 24 per mensem tenable for four years from 1st July 1929 was granted to a third Muslim lady to enable her to complete the Intermediate and B.A. Courses, and (4) three special scholarships of Rs. 10 per mensem tenable for a period of two years from 1st July 1932 were awarded, in addition to the University Scholarships, to two Muslim ladies reading in the Junior B.A. Class and to a Muslim lady in the Junior Intermediate Class of the Maharani's College. Besides these scholarships tenable in College classes, a special scholarship of Rs. 25 per mensem tenable for three years from 1st July 1927 was granted to a Muslim lady mistress, to enable her to complete the S. S. L. C. Course in the Maharani's High School, Mysore; a scholarship of Rs. 15 per mensem was granted in the year 1928-29 to a Muslim student of the VI Form of the Vani Vilas Institute, Bangalore, as well as a special scholarship of Rs. 25 per mensem during the year 1930 and tenable for two years to a Muslim student reading in the IV Form of the same institution. These and other concessions have induced a larger number of Muslim ladies to take to higher education, thereby making available the qualified staff needed in the near future for opening Middle Schools for Muslim girls in important centres.

Conservatism and the 'Purdah' system have militated against the rapid progress of Muslim Girls' Education and largely account for the fact that the number of Muslim girls receiving higher education is extremely small. Since the prejudices and obstacles are gradually waning and better facilities are being provided for their higher education, it is hoped that the progress, in future, would be encouraging.

(b) URDU MIDDLE SCHOOLS.

During the year 1921-22, there were nine Urdu Middle Schools, all of them departmental, with a total strength of 1,447 pupils. During the first-half of the period, 12 more were started, and during the second-half, eight more, bringing the total number to 29 with a strength of 1,872 pupils, while 851 pupils were reading in general schools. Thus, the total number of pupils reading in Middle Schools rose from 1,447 pupils in 1921-22 to 2,723 in 1931-32, the increase being nearly 88 per cent. Of the 29 Urdu Middle Schools, the largest Middle School has all along been the Model Middle School at Bangalore, which had a strength of 281 pupils in the year 1931-32.

At the instance of Mahomedan Educational Advisory Committee, pupils from Urdu Middle Schools are permitted to offer Kannada as an optional language for the Middle School Examination of 1932 and onwards, and provision has been made for teaching Kannada in 27 out of 29 Urdu Middle schools, an allowance of Rs. 5 or Rs. 10 per mensem being given to teachers of Kannada schools for imparting such instruction on a part-time basis. For the Middle School Examination of 1932, out of 24 candidates offering Kannada as an optional subject, 22 were examined, and of these six passed in full, and 11 in optional Kannada. For the examination of 1933, 70 appeared, 69 were examined, of whom 24 passed in full and 45 in optional Kannada.

The number of Middle Schools are few as compared with the needs of the community and through lack of provision by the community of facilities for the lodging and boarding of pupils that could be drawn from neighbouring areas, the existing schools remain inaccessible to all except the children of the locality. The standard and quality of work turned out leaves much to be desired owing to, till recently, want of well-qualified teachers and a want of effective supervision, and lack of continuous and healthy influence of intelligent public opinion on the work and conduct of teachers.

As to the nature and qualification of the staff, it has been possible now to recruit a large number of highly qualified men, due to special encouragement offered by Government. In view of the paucity of Muslim graduates in service in the Department and the need for their employment in sufficient numbers to staff the Middle Schools, Government were pleased to sanction in the year 1928-29 a higher starting pay of Rs. 65 in grade Rs. 50-5-75, for a period of three years, subject to certain conditions, and this concession was subsequently ordered to be continued for a further period of five years. During 1929-30, the pay of the head masters of eight Urdu Middle Schools for boys was raised from Rs. 50 and 55 fixed to Rs. 50-5-75, as an inducement to Muslim graduates to accept service in the department. Due to these concessions, there were on 1st July 1933, 18 Muslim men graduates and two lady graduates in addition to one non-muslim graduate and one lady graduate, working in the Middle Schools and there is every hope of improvement of their efficiency in the near future.

(c) URDU LOWER SECONDARY SCHOOLS.

In the year 1921-22, there were 46 Hindustani Middle or Urdu Lower Secondary Schools with a strength of 4,045 pupils, including the strength of primary sections attached to them. Under the remodelling scheme, three of them were converted into complete Anglo-Hindustani or Urdu Middle Schools, while the remaining 43 schools together with such Primary Schools as deserved development, were converted into Incomplete Middle Schools, so that in the year 1922-23, there were 12 Middle Schools with a strength of 740 pupils and 59 Incomplete Middle Schools with a strength of 694 pupils. Several of the Incomplete Middle Schools were subsequently developed into Middle Schools, and the remaining 43 were, during 1930-31, reduced to the stage of Privileged Primary Schools, under the general scheme of abolition of all Incomplete Middle Schools. During 1931-32, there were 48 Urdu Primary Schools for boys, preparing candidates for the Vernacular Lower Secondary Examination.

(d) URDU PRIMARY SCHOOLS FOR BOYS.

The number of Primary Schools, at the close of the year 1921-22, was 641 with a strength of 17,634 pupils. The number of schools and scholars at the close of the year 1931-32 was 605 and 19,626 pupils respectively. Though there was a fall in the number of institutions by 36, due to the abolition of Adult Night Schools there has been an increase in strength by 1,992 pupils or by 11 per cent.

Though the total number of Muslim pupils attending schools is very encouraging relatively to the population and to the percentage of pupils of other communities attending schools, yet the great majority of Muslim pupils were in Primary Schools, and even that stage confined to the I year class, with the result that the incidence of wastage is much heavier among Muslim pupils than among pupils of other communities.

The following table gives the number of pupils in Urdu Primary Schools by stages, during the second half of the period :—

Year	Number of pupils in Urdu Primary Schools for boys					Percentage of boys in the I Year Class to the total strength
	I Year	II Year	III Year	IV Year	V Year or I Year in Middle Schools	
1927-28 ...	16,744	4,322	2,582	1,608	715	66.0
1928-29 ...	16,138	4,393	2,935	1,676	828	64.0
1929-30 ...	15,874	4,258	2,858	1,830	927	63.7
1930-31 ...	14,867	4,280	2,808	1,791	991	62.3
1931-32 ...	13,817	4,106	2,645	1,845	896	60.9

Considering the stages of educational progress in the community, it will be seen that out of 16,744 pupils who completed the I Year Primary course in 1927-28, only 4,393 or 27 per cent, as against 40 per cent for all communities, spent another year in the II year class in 1928-29; of these only 17 per cent continued in the III year class in 1929-30 and of these 1,791 pupils or 10.7 per cent continued in the IV year in 1930-31, as against 22 per cent for all communities and finally 896 pupils or 5.4 per cent of those who entered the I year class in 1927-28 continued to study in the V year class of Vernacular Middle Schools or the I year class of Incomplete Middle or English Middle Schools, as against 12.2 per cent for all communities. These figures show that the percentage of Muslim pupils dropping off at each higher stage is greater than the percentage of pupils of all communities, who drop off at each stage of the Primary School.

The figures also indicate the wastage and stagnation, occurring from class to class. The number of pupils in the I year class, in 1927-28, was 16,744 of whom 4,393 were reading in the second year in 1928-29 and hence the wastage between these two classes was 12,351 or 73 per cent as against 60 per cent for all communities. Similar wastage of a higher percentage than in the corresponding classes in general Primary Schools is observed for all the other years in the table.

It will further be seen that the percentage of boys in the I year class to the total strength in each of the years is gradually reduced from 66.0 in 1927-28 to 60.9 in 1931-32, owing to steps that were taken to check the indifference of teachers by a closer supervision and inspection and to improve their methods of instruction, by providing for a more effective local supervision of all kinds of Primary Schools in each district.

The most important causes of wastage and stagnation in Urdu Primary Schools may be said to be the following, not all of which are equally important and equally applicable to all schools:—(1) the general poverty of the community, which does not admit of the loss of the services of the children on the farm or shop, (2) the conservatism and indifference to education, which operate with special force in the community, (3) the "Purdha System" in the case of girls, (4) the segregation of schools for Muslims, owing to linguistic differentiation with its consequent shortcomings and defects, (5) the sparseness of Muslim population in several areas rendering schools small and inefficient, (6) inadequacy of accommodation, furniture, equipment, appliances, as compared with those of general schools, (7) over-lenient supervision and inspection in the past, and (8) the attitude of a number of teachers towards their work, which is generally indifferent.

It has been suggested that the remedy is to admit Muslim pupils to general schools, making provision for the teaching of Urdu, which should not be an additional subject of study, but should replace some comparatively unimportant subject of the school curriculum, so as to equalise the burden of school work. Such a course would obviate the extension of segregation right through a great part of the educational ladder, which the present demand for the vernacularisation of High School Education implies.

The proposed remedy has also the advantage of providing better facilities for education of the middle grade to such of the Muslim pupils, who reside far away from localities where Urdu Middle Schools exist and is calculated to solve incidentally

the inadequacy of accommodation and equipment felt in the majority of mofussil Urdu Primary Schools.

Another remedy proposed to facilitate the progress of pupils from Urdu Primary Schools to Kannada Middle Schools in places where they are available is to introduce the teaching of Kannada in the III and IV year primary classes in lieu of one or two unimportant subjects, with a view to equipping pupils, with a knowledge of the Kannada language to follow instruction in Middle Schools, where Muslim boys can take Urdu as a second language. This would enable the pupils, who are often already familiar with colloquial Kannada to pick up a fair amount of literary Kannada enough to follow the Kannada Middle School course and at the same time maintain a cultural and religious contact with their past and with the community at large at present, through their knowledge of literary Urdu.

(e) URDU MIDDLE SCHOOLS FOR GIRLS.

In the year 1923-24, the Urdu Girls' School in Sultanpet, Bangalore, was converted into a Middle School, which, with the middle section of the re-organized Zenana Normal School, formed the two Middle Schools in the State, providing English education for the Muslim girls. During 1931-32, a Middle School was started at Tumkur so that, at the close of the period, there were three Middle Schools for girls with a strength of 191 pupils.

The problem of the higher education of Muslim girls has been receiving its due consideration and was one of the most important subjects discussed at the Conference of the Inspecting Officers held in September 1926. It was pointed out at the Conference, that the number entering High Schools was very small, there being no Middle Schools at District Headquarters other than Bangalore and Mysore and it was resolved that more Middle Schools should be opened by converting the Incomplete Middle Schools in some of the above places into complete Middle Schools.

This could not be done, for apart from the question of funds, considerable difficulty was experienced in procuring the services of qualified mistresses to staff the schools. In the year 1925-26, a Hindu lady graduate, knowing Urdu, was appointed Head Mistress of the Girls' Middle School, Sultanpet, the staff of which was further strengthened by the appointment of two more Hindu lady graduates of the Punjab University. In 1930, one of the Muslim ladies in service, who had been deputed for studies in the University, passed the B. A. Degree Examination, being the first Muslim lady in the State to do so, and was placed in charge of the Middle School in Bangalore.

In spite of these appointments, the qualifications of the staff leave much to be desired. There are no S. S. L. C. or Upper Secondary hands available for employment in Girls' Middle Schools, though a fair number of Muslim girls are now passing the S. S. L. C. Examination. Unless qualified ladies of the community enter the profession in appreciable numbers, it is feared that no amount of vigilance on the part of the inspectorial staff would be of much avail in the improvement of education of Muslim girls.

With a view to avoiding difficulties in getting suitable teachers and to provide facilities for the Middle School Education of Muslim girls, Government were pleased to sanction in the year 1927-28 the appointment of two ladies as Head Mistresses of two Urdu Incomplete Middle Schools at Kolar and Tumkur on a pay of Rs. 50-5-75, as well as the opening of a Boarding Home for the Urdu Girls' Middle School, Sultanpet, Bangalore City, as recommended to the department by the Mahomedan Advisory Committee. During 1930-31, Government sanctioned half the boarding charges for 12 boarders for ten months in the year, in the Urdu Girls' Boarding Home, Bangalore, as a temporary measure for a period of three years, with a view to educating Muslim public opinion towards appreciation of hostels for girls and to induce parents in the mofussil parts to send their girls to hostels.

(f) URDU LOWER SECONDARY SCHOOLS FOR GIRLS.

In the year 1921-22, there were 30 Urdu Middle Schools for girls, 17 of which were converted into Incomplete Middle Schools, under the Remodelling Scheme. In the year 1930-31, there were 16 Incomplete Middle Schools with a strength of 281 pupils, all of which were reduced to the primary stage. Of the Urdu Primary Girls' Schools in 1931-32, 20 were Privileged Primary Schools.

(G) URDU PRIMARY SCHOOLS FOR GIRLS.

There were 131 Primary Schools in the year 1921-22 with a strength of 4,680 pupils. The number of schools and scholars steadily increased to 210 schools and 12,999 scholars in 1931-32.

The majority of Urdu Primary Girls' Schools are held in dark ill-ventilated buildings, which fall much short of the standard of school accommodation and hygiene. Though their equipment and staff are fairly adequate, the staff is often inefficient. The condition of these schools is rendered worse than Kannada Girls' schools by the 'Purdah' system which screens off the school from all possible scrutiny by men officers and visitors and which requires arrangements for conveyance facilities, which are often not wisely nor economically used. The only way to improve the state of affairs would be for Inspecting Officers to pay frequent visits, both with and without notice, which at present is impossible for a single Assistant Inspectress in charge of four districts.

The Mahomedan Education Advisory Committee has proposed to meet the situation by appointing lady visitors for Urdu Schools who could effectively supervise their condition and work. While it is possible to constitute such boards of visitors in towns and cities, it is difficult to get enlightened ladies to serve as honorary visitors in mofussil places. Two committees of ladies, including officers of the department and of other educated and intelligent Muslim ladies, were constituted during 1927-28, one at Bangalore and the other at Mysore, to investigate and report periodically to the department the needs of Urdu Girls' schools in those places. At the instance of the Bangalore Committee, who were desired to suggest improvements in housing accommodation of Urdu Girls' Schools in Bangalore City, Government sanctioned an extra rent provision of Rs. 88 per month from 1st July 1930 for their suitable location.

Among the remedies suggested for the improvement of Urdu Girls' schools are (1) a more liberal encouragement to Muslim girls' in High Schools and Colleges who are the prospective teachers of Primary and Middle Schools, (2) the creation of a healthy local opinion and sympathy by a considerable propaganda work, (3) provision of the Vernacular Training Course to turn out better qualified teachers, and (4) amalgamation of the I and II Year classes in Urdu Boys' and Girls' schools so that teachers in Girls' schools could give less divided attention to girls in the higher classes. An experiment at co-education is being tried in a few schools in Chitaldrug, and should it prove a success, co-education in the lower classes might be adopted on a larger scale, and wherever possible, the V and VI year classes opened in Primary Schools to prepare pupils for Vernacular Lower Secondary Examination, which standard alone should be considered to be the absolute minimum of effective Primary Education.

6. TRAINING INSTITUTIONS.

Arrangements have been made for training of Urdu masters in the Government Training College, Mysore, where they are trained for the Under-graduates Training, Upper Secondary Training and Lower Secondary Training Examinations, the annual number of places for the respective grades being fixed at 5, 5 and 50. During the year 1931-32, the number of teachers under training were 3, 6 and 41 respectively. Stipends of Rs. 11 each per mensem were also sanctioned for the training of four Urdu Teachers of aided institutions in the Lower Secondary Training class. To reduce the number of untrained teachers who were still far in excess and to provide better qualified teachers for Urdu schools, the number of deputations of Muslim teachers for training has since been increased by 25 per cent.

Besides these training classes, there were general classes, attached to the Training College for men, which prepared candidates for the Moulvis' and the Urdu Upper Secondary Examinations, the number of students taking these courses during 1931-32 being 8 and 36 respectively.

Admission into the Moulvis' courses are now restricted only to candidates taking up Arabic or Persian for their Upper Secondary Examination. Admissions to the course were being made twice in three years on the basis of a competitive test, conducted by the staff of the College; but from the year 1932-33, they are made in alternate years, the course having been extended from three to four years.

The courses of study for the Moulvis' Examination were revised in 1926-27, as the result of which the study of English of the S. S. L. C. standard, which the

candidates were expected to make, was dropped so that more time might be available for the oriental languages; but as it was subsequently found desirable that Moulvis should possess a working knowledge of English, they have been permitted from the year 1931-32 to take the S. S. L. C. Examination in English only. Under a further revision sanctioned in 1932-33, the course was extended from three to four years, and an Intermediate Examination at the end of the Second Year was instituted in addition to the Final examination at the end of the fourth year. The original Moulvi course was differentiated into two courses, one for Moulvis and the other for Munshis, according as Arabic or Persian was taken up for study in addition to Urdu.

The Urdu Upper Secondary classes, like the Kannada Upper Secondary classes, will cease to exist from the year 1934-35, as it will be merged in the revised Training Course introduced with effect from 1st July 1933.

Urdu Mistresses for Urdu Girls' Schools are trained in the Zenana Normal School, Mysore, for the Lower Secondary Training Examination. The school had also a general education class of the Urdu Lower Secondary Grade to train unqualified Mistresses of Girls' Schools for the Urdu Lower Secondary Examination. To provide for the English education of Muslim girls, the Zenana Normal School was re-organized in the year 1923-24 and converted into a Boarding School, with a Middle Section for general instruction and a training section of the Lower Secondary Grade and a Primary Section to serve as a practising school. In the year 1929-30, the Middle School section was separated from the training section and a separate Central Urdu Middle School for girls was opened by combining the Middle School with the Aided Urdu Incomplete Middle School for Girls at Lashkar Mohalla and the Government Incomplete Middle School at Mandi Mohalla.

During the year 1931-32, there were 31 mistresses under training, including seven private candidates, the latter receiving each a monthly stipend of Rs. 9. The present arrangements for training Urdu Mistresses, as judged from the results of the training examinations, year after year involve a great educational and financial wastage, which, it is hoped, will be avoided by the recent introduction of the revised Vernacular Training Course into the school.

7. PRACTICAL INSTRUCTION.

Practical Instruction is imparted in five of the Urdu Middle Schools, namely those at Channapatna, Closepet, Madhugiri, Gargeswari, and Bangalore, the subjects of instruction being Lacquer work in the first two, Tailoring in the third, and Carpentry in the fourth and the fifth, the pupils of the Model Urdu Middle School, Bangalore, being taught Carpentry at the Middle School, Sultanpet. As recommended by the Mahomedan Education Advisory Committee held on 25th August 1929, a practical instruction class in Weaving was sanctioned for the Girls' Middle School, Visweswarapuram. The classes could not, however, be started for want of a trained instructress, the appointment of an instructor in the absence of an instructress, having been objected to. The Advisory Committee have, however, urged that provision should be made for the teaching of Embroidery Work, Sewing and Knitting in all Urdu Girls' Schools and it is intended to make such provision as soon as funds permit.

8. PUBLIC EXAMINATION RESULTS.

The following table gives the results of Muslim students at the Public Examinations held during the year 1921-22, 1926-27 and 1931-32:—

Examinations	1921-22		1926-27		1931-32	
	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed
S.S.L.C.	98	32	116	83	168	66
Upper Secondary	25	13	38	17	35	11
Middle School	216	114	387	127	481	181
Urdu Lower Secondary	532	255	553	227	522	176
Moulvi	8	6	10	3	15	1*
Secondary Grade Training	1	1	5	1	3	1
Upper Secondary Grade Training.	6	4	16	7	9	5
Lower do Training.	55	38	66	31	33	14

*As in 1930-31; there was no examination in 1931-32, since the examination for Pandits and Moulvis is held twice in three years.

It will be seen from the table that the number of candidates appearing for the S.S.L.C. and Middle School Examinations and the number of candidates passing in them has generally increased, which indicates that Muslims are now taking better advantage than formerly of the facilities provided for higher secondary education.

9. INSPECTION.

For purposes of administration and inspection, there were, during the year 1922-23, three District Inspectors of Urdu Education and five Assistant Inspectors of Urdu Education for boys' schools and two Assistant Inspectresses for girls' schools. The District Inspector of Bangalore District had under him the districts of Bangalore and Kolar, with headquarters at Bangalore; the District Inspector of Mysore, the districts of Mysore, Tumkur and Hassan, with headquarters at Mysore, and the District Inspector of the Malnad Districts the districts, of Shimoga, Kadur and Chitaldrug, with headquarters at Chikmagalur. The Assistant Inspectors had their headquarters at Bangalore, Kolar, Mysore, Tumkur and Shimoga, so that all the districts except Hassan and Chitaldrug had either the Office of a District Inspector or that of an Assistant Inspector at their headquarters. The Assistant Inspectress of the Bangalore Circle was in charge of the Bangalore, Kolar, Chitaldrug and Shimoga Districts, with headquarters at Bangalore, and the Assistant Inspectress of Mysore Circle was in charge of the remaining four districts, with headquarters at Mysore.

With the re-organization of the Higher Inspectorate which aimed at bringing about the unity of District Administration and which came into effect from 1st November 1927, separate District Inspectors of Urdu Schools ceased to exist and the District Educational Officers were placed in administrative charge of all Urdu Schools, both for boys and girls. Under the new scheme, the number of Assistant Inspectors was raised from 5 to 8, so that each district has now one Assistant Inspector for the inspection of Urdu Boys' schools, and administration of both boys' and girls' schools. The number of Assistant Inspectresses continued to be two as before, one for each division, their work being confined to mere inspection and propaganda work. This arrangement has secured a closer supervision of the work of these schools and has facilitated the application of a common standard of efficiency and equipment for Kannada and Urdu Schools, which is for the benefit of the latter, which have suffered in the past.

While frequent interchanges between the tutorial and inspecting staffs have been effected in the Kannada Inspectorate, whenever found necessary, such salutary changes are not possible in the Urdu Inspectorate, there being very few Muslim graduates working in High Schools. Transfer of Urdu Assistant Inspectors from the Inspectorate to tutorial work in High Schools and men of vigour and enthusiasm in return, would be greatly to the advantage of Urdu schools. The appointment of a few Muslim graduates in High Schools would not only facilitate such desirable interchanges, but would also meet the wishes of the Mahomedan Education Advisory Committee, which has more than, once recommended that, as far as possible, a Muslim graduate be given a place in every High School of the State, so as to encourage higher education among the muslim community and to see that Muslim boys do not suffer for want of Muslim graduates to help in regard to translation work, and such other help as might be found necessary.

10. ACCOMMODATION AND EQUIPMENT.

The pressing need of most of the Urdu schools is the provision of good buildings, as most of the buildings in which they are located are ill-suited for the purpose, as they are generally ill-ventilated and often situated amidst insanitary surroundings. Nor has the equipment of these schools in the matter of furniture and appliances, such as, maps, time-pieces, etc., has been quite satisfactory. Much progress could not be achieved in respect of accommodation and equipment, particularly in view of the present financial stringency and the need for retrenchment. In spite of these conditions, about Rs. 70,000 and Rs. 55,000 respectively were spent, during the period, on the construction or extension of Urdu Middle and Primary schools.

11. CONVEYANCE AND OTHER FACILITIES.

To enable older Muslim girls, above the age of ten years, to go to school in 'ghosha,' carts have been sanctioned to carry them to and from school. The present cart rates as fixed by Government in their Order No. E. 4433-4 Edu. 391-22-10, dated 9th January 1923, are Rs. 17½ per month in the cities of Bangalore and Mysore, Rs. 15 in other district headquarters and important towns, Rs. 12½ in Taluk headquarter towns, and Rs. 10 in rural areas. In addition, sanction has also been accorded for the payment of conveyance allowance of Rs. 7, under certain conditions, to Muslim girls studying in High School classes.

In big centres, like Bangalore and Mysore, where the school-going population is large, the carts have to make a number of journeys to and fro to muster all the pupils at school. Much time is taken in assembling the classes and comparatively little time is left either for lessons in school or preparation at home. To obviate this difficulty, the Mahomedan Education Advisory Committee have suggested that the girls and the female teachers of the community may be conveyed in motor buses, with due regard for ghosha and the question is under the consideration of the Department.

12. HOSTELS.

In addition to the girls' boarding schools, referred to already, grants have been sanctioned to several muslim hostels, which are as follows:—

Hostel	Monthly Grant		
	Rs.	a.	p.
1. Central Mahomedan Association
2. New Muslim Hostel, Mysore
3. Muslim Hostel, Chikmagalur
4. Do Hassan
5. Do Channagiri
6. Muslim Orphanage, Mysore
7. Mahomedan Section of the Training College, Mysore

13. SCHOLARSHIPS.

The development of education in the community has been encouraged by the institution of fee-concessions and by the grant of a liberal scale of free-scholarships, awarded with a view to inducing poor students to take to education, as well as those already in schools to continue their studies in the higher grades. In all fee-levying institutions, Muslims are entitled to a half-fee concession as also to a share in the percentage of freeships allowed in several grades of such institutions.

In the year 1922-23, Muslim boys and girls were granted scholarships under the following heads:—(1) Gumbuz funds, out of which a sum of Rs. 600 was earmarked for the purpose, (2) from sums annually provided by Government for grant of scholarships to muslim pupils, reading in High schools and Colleges, which was subsequently merged in the Backward Class Scholarship Scheme, (3) from Aligarh Scholarships, (4) from Girls' Scholarships, and (5) from Military and Pallegar Scholarship Funds. On the recommendation of the Mahomedan Educational Conference held in the year 1922, the several amounts allotted under items (1) and (2) were constituted into a Mahomedan Scholarship Fund in the year 1923-24, to be administered by the Inspector-General of Education, assisted by a Special Committee. In the year 1926-27, the Inspector of Secondary and Normal Schools was made the Chairman of this Committee, as the major portion of the fund was allotted for scholarships in the High school and Entrance classes. In the year 1927-28, Government passed orders regarding the distribution of Mahomedan Scholarships, among the districts in proportion to the male Mahomedan population, and the enlargement of the existing Ad-Hoc Committees, by the addition of one or two Mahomedan gentlemen, the enlarged committee awarding these scholarships to pupils in High and Middle school classes.

The number of scholarships administered at present by the enlarged committees are 58 in High school classes tenable for ten months in the year, at the rates of Rs. 9, Rs. 7½, and Rs. 6 to mofussil pupils reading in the VI, V and IV Forms of High schools in the Cities of Bangalore and Mysore, and at the rates of Rs. 7½, Rs. 6 and Rs. 4½ to local pupils, reading in the three forms respectively.

The same committee administers also 18 scholarships of Rs. 3 each, tenable for ten months and to be awarded to pupils reading in the IV Year class of Middle schools.

Three scholarships of Rs. 25 each are also awarded to muslim students proceeding to Aligarh for their further studies, the tenure of the scholarship depending upon the working session of the Muslim University and not exceeding a period of ten months. There is also a scholarship tenable in the Oriental College, Lahore, for ten months, the rate being Rs. 60 per mensem.

The 15 scholarships at the rates of Rs. 9, Rs. 7½, and Rs. 6 ear-marked for the award of scholarships to muslim girls reading in the VI, V and IV Forms of High schools, and 33 scholarships to Urdu girls in Middle schools are administered by the Deputy Directors of Public Instruction.

In addition to the above, muslim pupils are entitled also to military scholarships administered by a committee consisting of the Chief Commandant and the Director of Public Instruction. There are 30 scholarships of Rs. 6 each in High schools and 54 of Rs. 3 each in Middle schools, tenable for ten months and to be awarded to children of non-combatant military officers. A lumpsum grant of Rs. 4,125 has been provided for scholarships to the children of military officers, who have seen active service. Muslim boys are also eligible for malnad scholarships, awarded by the Malnad Scholarship Committee.

14. SCHOOL COMMITTEES.

As in the case of Kannada boys' and girls' schools, committees, consisting of influential local gentlemen, were appointed to look after Urdu boys' and girls' schools also. In the case of Urdu girls' schools, where the ghosha system is observed, it has been found difficult specially in mofussil places to find suitable persons to serve on the committee and hence the Honorary Secretary of the School Committee, who happened to be in a number of cases the husband of the school mistress and the headmaster of the Urdu boys' school, discharged all the functions of the committee by himself and was more a hindrance than a source of help. Even in places, where there were influential committees, the male members had no opportunity to look into the inner working of the schools, nor were they able to give any useful guidance to the mistresses.

To obviate the drawbacks of such an arrangement during 1931-32, two Committees of Honorary Visitors were formed, one for Bangalore City and the other for Mysore City, to supervise the work of local Urdu Primary and Middle Girls' schools and similar committees have been since formed in several other District headquarters. The appointment of such committees in other mofussil places, though highly desirable, is not feasible, due to the difficulty of getting enlightened ladies, to serve as Honorary Visitors.

15. THE MAHOMEDAN EDUCATION ADVISORY COMMITTEE.

As resolved at the Mahomedan Educational Conference, held in April 1922, Government in their Order No. E. 4440-1—Edn. 180-23-4, dated 17th March 1924, were pleased to appoint an Advisory Committee consisting of official and non-officials, to consider and discuss all important problems connected with Muslim Education in the State, to review the requirements of the Community, and to suggest further developments. The Committee is also competent to consider such questions as may be referred to it either by Government or by the Director of Public Instruction. The frank expression of views by the representatives of the community and their hearty co-operation have been invaluable to the Department, in dealing with the various special problems relating to the education of muslims in the State.

The Committee was first appointed for a period of three years and was re-constituted in the year 1927-28. The Committee meets twice in a year, and as at present arranged in the months of February and August or September of each year. Subjects sent by the Members as well as those referred to it by the Department are generally considered at these meetings and action taken on the resolutions accepted are intimated duly to the members.

Some of the important subjects discussed at the several meetings of the Committee are as follows:—(1) Provision of suitable accommodation in Primary and Middle schools for boys and girls, (2) Increase in the number of Middle schools,

(3) Institution of the Upper Secondary classes in the Zenana Normal school, Mysore, (4) Introduction of Practical Instruction in Middle schools for boys and girls, (5) Increase in the number of muslim members on School Boards, (6) Introduction of Kannada into Urdu schools as an optional subject, (7) Improvement of conveyance facilities and increased provision for the Mahomedan Scholarship Fund, (8) Improvement in the qualification of masters and mistresses by raising the number of teachers for training, and (9) the appointments of an additional Inspector with headquarters in Shimoga ; of a Junior Assistant Inspector to help the Urdu Assistant Inspector of Education, Bangalore District ; of a Muslim Assistant Master in every High school, and of a Urdu graduate experienced in Urdu Education, as District Educational Officer in each of the Divisions of Bangalore and Mysore.

CHAPTER VIII.

EDUCATION OF THE DEPRESSED CLASSES.

1. GENERAL REMARKS.

THE Depressed Classes in the State comprise the Holeya, Madiga and other communities, who, owing to age-long custom or religion, were in the past treated by the other castes as untouchables, and who, in consequence, experienced difficulties in obtaining admission to educational institutions and in securing some of the ordinary facilities of life, that every citizen rightly expects. In pursuance of the order of Government, these communities have now been designated 'Adikarnatakas' or 'Adi Dravidas,' according as their mother-tongue is Kannada or Tamil. For grant of special facilities for education, however, Government have directed that, in addition to these communities, the Vodda, the Banajara, the Koracha, the Korama, the Mochi and the Iruliga communities, as well as the hill tribes are to be treated as Depressed Classes. According to the Census of 1931, the total population of all these communities in the State, including the Civil and Military Station, Bangalore, was about 12·6 lakhs or a little less than one-fifth of the total population of the State.

These communities, as a whole, are hardy and useful citizens with simple habits of life, and are mainly agriculturists, shoe-makers, weavers and labourers, and their primitive condition has been an economic loss to the whole State. The progress of education of these classes, till very recently, was, however, disappointing, due to their illiteracy for centuries, their degrading habits hardened by time and their mood of despondency and apathy, the bane of untouchability, and the difficulty of getting teachers of the higher castes to work in the special schools maintained for them. Much private effort has been concentrated on the education and uplift of the community. Social reformers have not been slow in condemning the evil of untouchability in the social fabric of the Hindu Society, and have emphasised that the education of this important section of the population could not any longer be ignored without a reciprocal disadvantage and loss to the State. The influence of Mahatma Gandhi in the cause of the Depressed Classes has aroused popular conscience against untouchability as a custom to such a degree, that the biggest stride has been taken towards their social elevation. The educated classes are now awake to their just claims and have cheerfully co-operated with the Government and the Department of Public Instruction in their efforts to provide educational facilities for the Depressed Classes, so that the prejudice once prevalent to their children sitting in schools side by side with the pupils of the Depressed Classes has almost disappeared.

The communities themselves have not been left unaffected by the influence of the times. The members of the Depressed Classes have awakened to a sense of their backwardness and degradation, and are now becoming more and more conscious of the value of education, facilities for which are now demanded as a right, and conceded without any reservation. They have also realised that they should take full advantage of the social, political, and religious influences at work, making for their social uplift.

The Government have repeatedly shown their desire to remove all the disabilities of the community. They have all along realised that the education of these people, steeped in ignorance and poverty is one of the primary duties of the State and have made strenuous and earnest efforts to afford the Depressed Classes special facilities for their education. The main lines on which their education has been developed in the past are (1) the opening of special Primary Schools for their benefit in centres, where there is a large Adikarnataka population, (2) the establishment of a Central Institute with suitable boarding and residential arrangements in Mysore and of similar institutions in some other District Headquarter Stations for the training of teachers and for the higher education of pupils, (3) the combination of industrial training with general education, wherever possible, so that pupils might earn a livelihood after their school life and the reservation of a certain number of scholarships to Adikarnataka pupils learning industries, (4) the insistence

on the right of admission for the Depressed Class pupils into all public schools, (5) the grant of liberal scholarships, which once included parental allowance, as compensation for the loss of earnings of their children by sending them to school, (6) the grant of exemption in the year 1926-27 from applying through the Central Recruitment Board for appointments in Adikarnataka Schools, and (7) the provision for a free supply of clothing, books and slates, and exemption from the payment of admission, tuition, examination and other fees. The remission of fees and provision of scholarships have helped largely to promote the education of the pupils belonging to the community.

The practice of supplying books and slates to pupils in special Primary schools and of clothing to boys of the Depressed Class has since been discontinued. The fee-concession was renewed each time for a period of three years till the year 1932, when Government, while renewing the concession for a further period of three years, were pleased to order the levy of half the usual re-admission fee from Depressed Class pupils, reading in Primary and Middle schools as well as the payment of Sports and Reading Room Fees, from the payment of which they were exempted hitherto. The exemption granted to them for a period of three years from 1929-30, from payment of medical fees has also been withdrawn, so that they are required to pay this fee from the year 1933-34 onwards, exemption in specially deserving cases being granted by the Department.

2. MEMORANDUM ORDERS AND THE EDUCATION OF THE DEPRESSED CLASSES.

In addition to the special facilities offered as above, Government, in their orders on the Education Memorandum, contemplated (1) the opening of 25 special schools each year for a period of five years, in all important centres of Adikarnataka population, in view of their backwardness in the matter of education, (2) the development of the three existing residential institutions, so as to facilitate the training of 250 pupils in each and the opening of three more such institutions, (3) the provision of instruction in Weaving, in addition to industrial training provided in the residential institutions and the award of scholarships to pupils having an aptitude for higher studies in Agriculture or Industries, and (4) the starting of an Adikarnataka Boarding School for Girls, which should combine general with industrial education and train pupils to become mistresses of Adikarnataka Girls' Schools.

3. PROGRESS DURING THE PERIOD.

(a) NUMBER OF SCHOOLS.

The following table gives the number of special institutions maintained during the years 1922-23, 1926-27 and 1931-32, for the education of the Depressed Classes :—

Year	Government Institutions				Municipal or Board Schools	Aided Schools	Total
	Kannada High Schools	Middle Schools	Primary Schools	Special Schools			
1922-23	1	3	302	...	...	276	582
1926-27	...	4	500	1	...	119	632
1931-32	...	4	...	6	525	72	607

It will be seen that the number of Government Special Primary Schools increased from 302 in 1922-23 to 525 in 1931-32 or by nearly 74 per cent, the administrative control of these schools being handed over to the Local Education Authorities with effect from 1st July 1931. The number of aided schools fell, during the same period, from 276 to 72 schools, as a large number of them, excepting those that were managed by organized bodies like Missions could not thrive and had to be converted to Government schools to prevent their dying out.

Between the years 1923-24 and 1928-29, as many as 130 aided schools were converted. These conversions together with 77 new special schools started during the same period in all centres of Adikarnataka population, explain the large increase in the number of Government schools.

Experience having shown the undesirability of increasing the number of small separate schools, specially in rural areas, as such schools were bounded to be inefficient for want of qualified staff, the policy of amalgamating them with general schools, wherever possible, was adopted since the year 1931. This accounts for the fall in the total number of institutions from 632 in 1926-27 to 607 in 1931-32. Of these 607 special schools, three were Middle Schools for boys and one for girls, six were Boarding Homes including one for girls, 525 were Primary Schools under the control of Local Education Authorities and 72 were Aided Schools.

The process of amalgamation is proceeding rapidly, since the old prejudices have now weakened and it is hoped, that, in course of time, separate schools will cease to exist altogether, provision being made in the general schools for such subjects as may be of special significance or advantage to the boys of the community.

(b) NUMBER OF SCHOLARS.

The following table shows the number of Depressed Class pupils under instruction in the different grades of institutions in the State, during the years 1922-23, 1926-27 and 1931-32.

Year	Number of Pupils			Distribution of Pupils in					Number of reading in general schools	
	Boys	Girls	Total	Colleges	English High Schools	Kannada High Schools	Middle Schools	Primary Schools		Technical Schools
1922-23 ...	12,340	1,859	14,199	...	27	14	850	13,198	109	3,085
1926-27 ...	16,926	2,865	19,791	3	159	9	1,090	18,368	162	4,687
1931-32 ...	16,908	2,712	19,620	45	221	13	1,651	17,453	237	4,940

Though the enrolment of Depressed Class pupils has been very encouraging, the number of pupils under instruction having increased from 14,199 in 1922-23 to 19,620 in 1931-32, or by about 38 per cent, it will be seen that nearly 89 per cent of the pupils are in the primary stage. The increase in the number of pupils reading in Colleges, English High and Middle Schools, and in Technical institutions, such as, Training Schools, Industrial, Commercial, Engineering, Agricultural and Medical Schools, indicate that the progress of the community in higher education has been most rapid, largely owing to special measures adopted by Government to encourage pupils of the Depressed Classes to take to higher education. The steady increase in the number of pupils reading in general schools show that the old prejudices have gradually been disappearing. The admission of these pupils to general schools has had a civilizing effect to a noticeable extent on the life and conduct of the community as a whole. The slight fall in the total strength as between the years 1926-27 and 1931-32 is contributed by the fall in strength of Primary schools, due to the amalgamation of a number of special schools with general schools, as also to an actual decrease in the number of pupils in common with general schools, as a result of the present economic depression.

During the decennium, the number of Depressed Class pupils under instruction increased, as stated above, by 38 per cent, which is very satisfactory when compared with the increase of 7.7 per cent in the number of pupils for all communities taken together. It has to be pointed out, however, that the percentages of Depressed Class boys and girls under instruction during the year 1931-32 to the respective population of school-going age were only 22.7 and 3.8 as against similar percentages of 50.7 and 12.7 of boys and girls of all communities. This disparity in the percentages is now due more to the economic difficulty, than to any social disability, which once prevented the children of the Depressed Classes from obtaining proper education in general schools and can only be hoped to be made up by an improvement in the economic condition of the parents, who are now unwilling to lose the services of their children as child workers for some small remuneration.

4. ADIKARNATAKA BOARDING HOMES.

With a view to providing for Adikarnataka students from mofussil places with boarding and lodging facilities and to removing them from the old environment for obvious reasons, boarding institutions, where Anglo-Vernacular Education and several industries were taught, and where the children attending them were provided with free boarding, lodging, clothes, books, etc., were started in several centres. The success of these institutions has stimulated the demand for admission into them to an extent that cannot easily be met. The expenditure on account of boarding and other charges have latterly grown to be very heavy. To reduce the expenditure, Government passed orders in 1931-32 to the effect that boarding charges should be recovered from such of the boarders of the Sri Narasimharaja Hostel, Bangalore, as were able to pay, their parents being fairly well-to-do, that expenditure under travelling allowance, industrial charges, books and clothing, should be reduced and that the boys should be required to contribute something towards their maintenance by gardening, shoe-making, carpentry, weaving, and such other work, in which they have been previously trained. Measures are under consideration to enforce such contribution. It is also considered that in future the number and magnitude of free Boarding Homes should be limited and the establishment of aided hostels encouraged, in order to prevent the demoralisation likely to result by continuous spoon-feeding, and to teach these classes, as they become educated, the virtues of self-help and self-reliance.

The Boarding institutions for boys during the period of review were (1) The Adikarnataka Central Institute, Mysore, (2) The Boarding Schools at District Headquarters of Tumkur, Chikmagalur, and Hassan, and (3) the Boarding Home at Bangalore for pupils reading in High School classes.

(a) THE CENTRAL ADIKARNATAKA INSTITUTE, MYSORE.

In the year 1921, the Boarding School had a Kannada High School of the Upper Secondary grade, with provision for English and Kannada classes up to the Lower Secondary grade, as well as for the training of students in several industries. In 1923-24, the Upper Secondary classes were abolished for want of a sufficient number of pupils for them, as most of the students preferred an English education to a purely Vernacular Course, and the institution, since then, has been imparting general instruction of the Lower Secondary Grade and training pupils both for the Middle School and the Kannada Lower Secondary Examinations till the close of the year 1924-25 and for the Middle School Examination only thereafter.

Till the year 1927-28, the Institute was under the direct charge of the Director of Public Instruction, but after the re-organization of the Higher Inspectorate, its control was transferred to the Deputy Director of Public Instruction, Mysore Division. The Institute has all along been under the management of an influential Committee, consisting of official and non-official members, under whose fostering care it has developed to its present satisfactory condition. The management of the Boarding Home has been very economical, as judged by the cost of boarding per pupil per month, which was only Rs. 4-6-8 in 1931-32 as against Rs. 6-3-4 in 1922-23, though the reduction in the average cost is partly due to the present fall in the price of food-materials. The Managing Committee, whose keen interest in the progress of the institution has been testified to more than once in the Administration Report of the Department, was reconstituted in the year 1932-33. The Institute has also a Board of Visitors, reconstituted in the year 1925-26, and the work of the Board has been very useful not only in gauging the work and progress of the school from time to time, but also in suggesting new lines of development.

The strength of the school as on 30th June 1922 was 183, the maximum strength being restricted to 200 pupils. This maximum was raised to 225 pupils in 1923-24, and owing to large demand for admission in 1924-25, the strength was increased to 241 pupils, the additional number of boarders being provided accommodation in a private building engaged on a monthly rent of Rs. 40. Since then admissions have been restricted to a maximum number of 225 pupils, the actual number of pupils in the year 1931-32 being 222.

To meet the long-felt want of adequate accommodation, Government were pleased to order in 1927-28 that the rooms in the main building, occupied by the Mysore Brick and Tile Works should be handed over to the school. The building was further improved in 1929-30 by providing a spacious dormitory and a sick room

at a cost of Rs. 6,160 and a sum of Rs. 500 was also sanctioned for the purchase of furniture and appliances. The present accommodation and equipment are fairly satisfactory.

The industries taught in the school are (1) Weaving, (2) Carpentry, (3) Tailoring, (4) Smithy, (5) Rattan Work, and (6) Leather Work, which are being offered as optional subjects for the Middle School Examination of 1930 and onwards, in place of Hygiene. Efficiency tests have been frequently held for candidates appearing for the Middle School Examination in their respective industrial subjects offered as optionals, and progress of pupils in the several industries have been found to be satisfactory. Specimens of work done in the industrial sections have been exhibited at several Dasara Exhibitions as also at the All-India Exhibition held at Mysore during the month of October 1929. At the latter, a certificate of honour for good work and a Gold Medal Certificate for the whole collection were awarded, while in the former, gold, silver, and bronze medals, with certificates of honourable mention for Rattan work and shoe-making have been awarded.

From the year 1921-22 till 1928-29, the Industrial Section in all its branches worked at a profit, and the wages payable to the boys out of the gross profits were deposited in the Savings Bank Account. This system of payment of wages to Adikarnataka pupils was ordered to be discontinued from the commencement of the year 1929-30, since when the aim has been more educational than commercial. The Industrial sections are, however, made to be self-supporting, as far as practicable, consistently with educational aims not only in the interests of the finance of the Institute, but also on account of its desirable moral effect on the boys working in these classes. To increase the efficiency and economy of the industrial section, the opening of a Show and Sales Room in a commercial place has been considered desirable.

(b) THE ADIKARNATAKA BOARDING SCHOOL, TUMKUR.

A single boarding school at Mysore was considered insufficient to provide for the needs of the community, and Government were pleased to sanction a school at Tumkur, which was opened on 23rd August 1918, with 16 students on the roll, and the number of pupils increased with the popularity of the institution to 65 pupils in the year 1922-23. The experiment conducted at Mysore on the principle of boarding polytechnics having been considered a success, it was ordered that the boarding schools at Tumkur and Chikmagalur should be developed to their fullest capacity and consequently in the year 1926-27, the Home was developed so as to admit of 75 boarders. The number of boarders in the year 1931-32 was 69.

The school was held in a building rented out at Rs. 100 a month, and provided for general education of the English Middle standard and for Industrial training in (1) Leather-work, (2) Carpentry, and (3) Tailoring, which subjects were not offered as optional subjects for the Middle School Examination till the year 1929-30. From the 1st of June 1928, the general classes were abolished in the interest of economy and efficiency, and the all pupils were admitted into the local Kannada Middle-School, retaining, however, the provision for vocational training of boys. Subsequently in September 1932, the industrial classes were also transferred to the local Middle School and the Institution is now purely a Boarding Home.

Since its starting, the school was managed by a Committee of which the Deputy Commissioner of the District was the President, and the Headmaster of the District Normal School, Secretary. After the amalgamation of the general section with the Kannada Middle School, the place of the Managing Committee was taken by a Board of Visitors, constituted in the year 1929-30, to supervise the affairs of the institution and offer valuable suggestions for its future progress. The Home is under the direct control of the District Educational Officer, Tumkur District, and a whole-time Warden has been appointed in place of a part-time Superintendent.

(c) THE ADIKARNATAKA BOARDING SCHOOL AT CHIKMAGALUR.

The Adikarnataka Primary School, started at Chikmagalur in the year 1916 under the Compulsory Education Scheme, was converted into a Boarding School in July 1918 with provision for teaching English, while the pupils attended the local Industrial school in the mornings, where they were taught, (1) Smithy, (2) Carpentry, and (3) Rattan-work. The school is held in a building rented out at

Rs. 50 a month. It had a strength of 57 boarders in 1922-23 and of 40 in 1931-32, preference in the selection of boarders, being given to pupils coming from districts providing no such special facilities. Till the year 1927-28, pupils were trained for the Kannada Lower Secondary Examination, and subsequently for the English Middle School Examination.

In the year 1928-29, the general classes were abolished and the pupils of the Home were admitted for general education to the Middle School, Basavanahalli, and the school has since then been reduced to a hostel, whose boarders receive their general education in the Middle School, Basavanahalli, and Industrial Education in the Local Industrial School. During the year 1932-33, a Committee was constituted to manage the affairs of the hostel.

(d) THE ADIKARNATAKA BOARDING SCHOOL, HASSAN.

With a view to reducing the rush of pupils seeking admission into the Central Institute at Mysore, and through the kind offices of the District Board, Hassan, who contributed a sum of Rs. 25,000 for the construction of a building and for initial equipment as well as a recurring grant, the Adikarnataka Boarding Home was sanctioned in the year 1926-27, with provision for both literary and vocational instruction. The school, started on 28th May 1927, was temporarily located in the Musafirkhana, until it was shifted to the new building in January 1928. At the time of starting there were only the I and II Year Middle Classes, with ten pupils in each, the III and IV Year classes being subsequently added. After the shifting of the school into the new building, arrangements were made for opening classes in Carpentry and Leather-work. Under the auspices of the Home, a meeting of the Adikarnatakas in the District was held in the year 1930-31 with the Deputy Commissioner as Chairman, to promote the spread of education in the Community. In 1931-32, the Middle School classes were amalgamated with the local Middle School, and the industrial class in Leather work was also abolished, being unpopular with the boarders. The institution, which had a strength of 60 pupils in 1932-33, is now a Boarding Home, with only the Carpentry classes attached to it. The institution won a First Class Certificate for wood-work at the Exhibition organized at Bangalore, in connection with the State Conference of Middle and Primary School Teachers. The affairs of the Home are being managed by an influential Committee.

(e) SRI NARASIMHA RAJA HOSTEL, BANGALORE.

As much difficulty for boarding and lodging was felt by Adikarnataka students, studying in the High School classes at Bangalore, Government were pleased to sanction in the year 1922-23, a free Adikarnataka Boarding Home for such students at Bangalore at a recurring expenditure of Rs. 2,820 per annum and a non-recurring expenditure of Rs. 500 for equipment, with provision for a free supply of clothing and books, besides free boarding and lodging. To start with, admission was restricted to 12 pupils, and provision was also made at Mysore, Tumkur, and Chikmagalur, for admitting High School students, free of charge into the hostels attached to the local Adikarnataka Boarding Schools, the number of such admissions not exceeding 15, 5 and 5 respectively.

The Boarding Home at Bangalore was opened in June 1923, with 11 boarders which number was raised from time to time on account of the heavy rush for admission. In the year 1929-30, there were 203 boarders and the number of admissions since then has been restricted to 154. The strength of the hostel in the year 1931-32 was 151.

During the year 1926-27, His Highness the Yuvaraja of Mysore was graciously pleased to permit the Adikarnataka Boarding Home to be called the 'Sri Narasimharaja Hostel.' The successful working of the Home and its progress are, in a large measure, due to the influential Committee of Management, consisting of officials and non-officials, and controlled by the Director of Public Instruction as also to the successive Presidents like Mr. K. Shankaranarayana Rao, M.A., B.L., now Justice of the High Court of Mysore, Dr. C. B. Rama Rao, B.A., M.D., *Rajasabhabushana* Mr. K. Chandy, B.A., retired Member of Council, and *Rao Sahib* Mr. H. Channaiya, who have spared no pains to increase the utility of the institution and ensure the progress and good behaviour of its boarders. Mr. Channaiya was succeeded by

Dr. S. P. Chinnappa, Deputy Director of Public Instruction, Bangalore Division, in February 1932.

5. BOARDING HOME ACTIVITIES.

(a) PHYSICAL INSTRUCTION.

The physical training of pupils in the several Homes has received its due attention. Every pupil is compelled to participate in physical exercises, drill, wrestling and garden work and in such games as Foot-ball, Basket-Ball, Volley-ball as well as in indigenous games. The boarders of the Central Institute, like the Adikarnataka pupils in general schools, have exhibited a special aptitude for Volley-ball game and won Silver Cups in the Volley-ball Tournaments, held during the years 1927-28 and 1932-33. To encourage them in sports, Government were pleased to sanction a sum of Rs. 75 for the purchase of sporting gear.

(b) MEDICAL INSPECTION.

Medical Inspection of the boarders in all the Homes was provided for and sick cases were being treated by the Visiting Doctors. The addition of a separate sick room in the Central Institute has facilitated the isolation of sick boys and their proper treatment. During the year 1930-31, as many as 1932 ordinary sick cases in the Central Institute were treated by the Visiting Doctor. When a boy falls ill, it is desirable that senior boys should help in attending on him and learn in that way something of dietics and nursing. The health of the boarders in all the Boarding Homes have been fairly satisfactory.

(c) DEBATING SOCIETIES.

The Central Institute maintains a Students' Literary Association and a Dramatic Association, which have been working regularly. Till the year 1927-28, it had also an editorial board for the publication of a paper called 'The Adi Dravida Patrika,' which is reported to have been very popular among the people of the community.

(d) SCOUTING.

In the year 1931-32, the Adikarnataka Central Institute and the Boarding Homes at Tumkur and Hassan, maintained a scout troop, each consisting of scouts who were all members of the Adikarnataka community, just like controlled troops of Muslim pupils in certain Urdu Middle Schools. As the existence of such communal troops is controlled by circumstances, they are encouraged, like other troops, by contributions from the Scout Budget. During the Christmas of 1925, 15 Scouts of the Tumkur Boarding Home attended the Scout Jamboree held at Madras. In 1931-32, the Scout Troop of the Hassan Boarding Home won a Silver Cup in the Rally, held in connection with the State Conference of Primary and Middle School Teachers.

(e) MUSIC.

It has been within common knowledge that most classes of people, who have suffered the sadness and despair of social degradation, seem to have a special talent for music. This talent which is present in a remarkably high degree among the boarders in the Central Institute and in the Boarding Home, Tumkur, has been made an instrument for their betterment. In the Adikarnataka Central Institute, weekly *bhajan*s are regularly held, as means for their moral and social elevation and of impressing on them the beauties of the Satvik forms of Worship. A coach has been appointed to train pupils in Bharata reading and 12 pupils in 1930-31 and 15 in 1931-32 were trained in this fascinating art. Special arrangements have been made for the teaching of Music in the Adikarnataka Boarding Home, Tumkur.

6. THE DEPRESSED CLASS GIRLS' EDUCATION.

(a) PRIMARY EDUCATION.

In the year 1931-32, there was one Boarding Middle School and two Primary Schools for girls. Most of the separate Girls' Primary Schools were amalgamated

with the boys' schools, so that a large majority of girls in the Primary stage are now studying in Mixed Schools. The total number of girls under instruction in 1931-32 was 2,223 as against 1,800 in 1922-23.

(b) MIDDLE SCHOOL EDUCATION.

Since a large number of Adikarnataka girls completing the Primary stage were desirous of proceeding to the Middle School stage and since their admission into general schools for girls was considered undesirable in the present stage of women's education in the State, the Department considered it necessary to meet the urgent need of the community by opening a residential Middle School in a suitable central place, where general education could be combined with training in domestic occupations, Hygiene, and other subjects of special importance to home life. Government were accordingly pleased to sanction in the year 1927-28, an Adikarnataka Boarding Home for girls at Bangalore at a total cost of Rs. 9,836 per annum recurring and Rs. 1,900 non-recurring and the school was started in June 1928, with a strength of 20 pupils reading in the Middle I Year Class. The strength of the school rose gradually to 50 in 1931-32, in which year the IV Year class was opened. Nine girls sat for the Middle School Examination of 1933, two of whom were declared eligible for admission into the IV Form. Of these two, one has joined the IV Form in the Vani Vilas Institute, Bangalore, and the other, the Lower Secondary Training Class in the Wesleyan Mission Normal School for women, Bangalore. It is stated that the girls find it very difficult to learn English, while they are fairly good at other subjects, and hence it is considered desirable that the girls in the institution should be trained for the Vernacular Lower Secondary Examination, in the first instance, and then coached up further to appear for the Examination in English only.

In the year 1931-32, the school was shifted to a more commodious building on a monthly rent of Rs. 80. In addition to general instruction, Weaving and Rattan Work are also taught with a view to enabling the girls to earn an independent living after they leave the institution.

The institution, which is only one of its kind in the State, has proved very useful in improving the habits and the ways of life of its pupils. The entire cost of maintenance of both the Boarding and the Teaching sections is met by the Government and the question of minimising the heavy cost in these days of financial trouble by securing the labour of the pupils in the kitchen, the kitchen garden and on the loom is under consideration. While the money equivalent of such labour could be treated as the pupils contribution towards the cost of the school, the training which they get in the operations involving their labour is calculated to fit them better for a comfortable home life or an independent living in their after-school career.

7. SCHOOLS FOR THE BANAJARAS AND OTHER DEPRESSED CLASSES.

In the year 1922-23, there were 23 schools for Banajaras with a strength of 432 pupils, of which 14 schools were Government and nine Aided. There were also three schools for Hill Tribes, two for Kunbis and two for Voddars with a total strength of 98 pupils. In the year 1931-32, there were 32 schools for Banajaras with a strength of 533 pupils, one school for Hill Tribes with a strength of 18 pupils, four schools for Voddars with a total strength of 68 pupils and five schools for Kunbis with a strength of 40 pupils. Many of the schools have too low a strength to justify their existence but their continuance has been found necessary to provide facilities to these very backward communities, who have been slow in realising the advantages of education as also in appreciating the attempts made to elevate them. During the decade under review, the number of schools for Banajaras and scholars in them show an increase of only 9 schools and 201 pupils.

According to the Census Report of 1931, the Banajara population in the State, excluding Civil and Military Station, Bangalore, where four males and eight females of the community resided, is 64,356 consisting of 33,138 males and 31,223 females, so that not even one per cent of the total population was at school in the year 1931-32. The main difficulties in the way of any appreciable increase seem to be the extreme poverty of these people, their superstition and their comparative apathy towards education, the inaccessibility of many of their settlements in the jungles, and the difficulty experienced by their children in picking up readily the

vernacular of the country, there being very little contact between them and the children of other communities. The proportion of Banajara population is high in the districts of Shimoga, Chitaldrug and Kadur, where provision of special schools and other facilities will have to be made as means of adequate encouragement. The starting of aided hostels, at Chitaldrug and at Arsikere, for pupils of this community has brought higher education within the reach of some pupils from the interior parts.

8. PRACTICAL INSTRUCTION AND INDUSTRIAL TRAINING.

In addition to industrial education provided in Adikarnataka Middle Schools and Boarding Homes, there were 12 weaving classes in the year 1922-23 with a strength of 320 pupils, and these classes were attached to 12 Adikarnataka Primary Schools, which either lay in Weaving Centres or had an attendance of not less than 50 pupils. Since it was found desirable to give an industrial bias to instruction imported in primary schools for the depressed classes, 11 Practical Instruction classes were, in the year 1922-23, ordered to be opened in addition, in certain select Adikarnataka primary schools, the subjects of instruction being (1) Smithy, (2) Leather-work, and (3) Mat and Basket making. At the close of the year, 10 of these classes, in addition to the above 12, were working with a strength of 779 pupils.

The scheme of vocational instruction having proved popular in all schools where it was introduced, the extension of the scheme, so as to make it a characteristic feature of as many special schools as possible, was then taken up for consideration. The curricula of studies for these schools were revised in the year 1926-27, so as to provide for both general and vocational education. Under the revision, the subjects of study were classified into 'essentials' and 'subsidiaries,' the former being taught in the mornings and the latter, which included Practical Instruction, in the afternoons. Provision was also made for exempting, from the Practical Instruction classes, pupils who had to contribute to the family purse by either earning some wages or by providing labour in the afternoons to help their several vocational activities. The revised curricula were sanctioned by Government in their order No. E. 4590-92—Edn. 157-13-2, dated 24th February 1927, and it was ordered that the revised time-table and curricula of studies should be adopted, in the first instance, in 20 Adikarnataka Primary Schools.

In 1931-32, there were 17 of these classes working, three imparting instruction in Shoe-making, ten in Weaving, three in Mat-making, and one in Smithy. As already stated in the Chapter on 'Primary Education,' these classes have not proved beneficial, as was expected. The pupils are too young to profit from such vocational instruction and their general education has also suffered for want of as much time as other pupils in general schools get. Action is being taken to transfer these practical instruction classes to Middle Schools, which are now considered to be the lowest stage, where such instruction can be commenced with advantage to the pupils.

In addition to the above facilities provided for industrial training in Departmental Schools, five scholarships in the year 1931-32, and nine scholarships in the year 1932-33, each of the value of Rs. 10 per mensem and tenable for 10 months in the year, was sanctioned to the Adikarnataka students for undergoing training in Weaving in the Government Weaving Institute, Bangalore. Two scholarships have also been sanctioned to Adikarnataka students, who, after passing the S.S.L.C. Examination with 'Mechanical Fitting and Workshop Practice' as additional subject, have joined the School of Engineering for training in Motor Mechanism, the rate being fixed at Rs. 10 per mensem, during the period of their study for eight months at the school, and Rs. 20 per mensem, during the period of apprenticeship for two years, in any recognised Motor Workshop, the amount of the scholarship being reduced by the extent of wages, if any, received by the students, during the latter period. The two scholarships have not been utilised for want of applicants.

The vocational bias or training given in the Practical Instruction classes of Primary and Middle Schools cannot be considered to be a success, as practically all pupils, who underwent such courses, have either pursued higher literary courses, or settled down to 'soft' jobs rather than taking to handicrafts as their vocation. This aspect is under examination in connection with the reorganization of the

whole scheme of Elementary and Secondary Education now under the consideration of the Department.

9. EXAMINATION RESULTS.

The following table gives the results of the Depressed Class candidates at the several Public Examinations conducted by the Department.

Examinations	1922-23		1926-27		1931-32	
	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed
S. S. L. C.	11	2	39	17	78	27
Vernacular Upper Secondary	2	1	3	1	5	1
Middle School	30	16	184	56	223	78
Vernacular Lower Secondary	78	44	155	43	155	30
Teachers' Certificate	7	5	17	4	23	3
Commercial Examinations ... ..	...	...	...	...	14	3

Though the number of candidates appearing for the S.S.L.C. and Middle School Examinations shows an appreciable increase from period to period, the results have not been as satisfactory as they ought to be in respect of residential schools. The percentage of pupils passing in the S.S.L.C. Examination increased from 18 in 1922-23 to 44 in 1926-27, but fell to 35 in 1931-32. The results of the Central Adikarnataka Institute, Mysore, at the Middle School Examination, have also been considered unsatisfactory in almost all the years of the second-half of the period. It is a problem for educational psychologists to conjecture how far this backwardness has been due to adverse influences of heredity and early environment. It is hoped, however, that the boarders of the Sri Narasimharaja Hostel and of the Central Adikarnataka Institute, Mysore, would be able hereafter to make proper and better use of the facilities provided for them at such cost of public funds.

10. MISSIONARY AGENCIES AND THEIR WORK.

While dealing with the education of the Depressed Classes, special mention ought to be made of the philanthropic effort made by Missionary Bodies in the cause of education and the general amelioration of the Adikarnatakas. The wide and insistent propaganda work carried on by Hindu Missions and other bodies has secured the responsiveness of the community to the facilities provided by Government in their behalf, and made it possible for such facilities being utilised to the best advantage.

Two missions, one at Mysore and the other at Kolar, and the Civic and Social Progress Association, have rendered yeoman service in this direction. The Hindu Depressed Class Mission at Mysore was working for a long time, but its poor financial condition stood in the way of expanding its sphere of usefulness, and the five schools run by them at Mysore were converted into Government schools in the year 1924-25. The Depressed Class Mission Society, Kolar Gold Fields, has been continuing its valuable work, and maintains a Middle School at Robertsonpet and three primary schools, with a total strength of 323 pupils in the Mining Area, which, during 1921-32, were receiving a grant of Rs. 170 and Rs. 134-4-0 a month respectively. The Mission maintained also an Aided Hostel at Robertsonpet for Adi-Dravida pupils reading in their schools, and it received a monthly grant of Rs. 84-8-0. The Civic and Social Progress Association did very useful propaganda work among these people, but its activities are now restricted to maintaining a few Adult Night Schools.

11. AIDED HOSTELS.

In addition to maintaining six Adikarnataka Boarding Homes, including the Adikarnataka Bording Home for girls, Bangalore, the Department gives grants to nine Aided Hostels for the Depressed Class pupils. Revised rules for the calculation of

grants to aided hostels for the depressed class pupils were sanctioned by Government in their order, dated 31st August 1931, according to which grants are now given, which include half the boarding charges in respect of non-scholarship holders, Warden's allowance, establishment charges and full rent. As the number of eligibles for grant varies from year to year, the grants payable to these hostels are renewed or revised each year in the month of October, by which time, all the scholarships under the Depressed Class Scheme will have been awarded, and the actual strength of the hostels has become steady for the year.

The Aided Hostels and the grants paid to each of them as revised from 1st October 1933, were as follows :—

Name of Hostel.	Amount.		
	Rs.	a.	p.
1. D. C. Mission Hostel, Robertsonpet ...	84	8	0
2. Adi Dravida Christian Hostel, Bangalore ...	204	0	0
3. Adi Jambuva Hostel, Bangalore ...	97	0	0
4. A. K. Hostel, Adikarnatakapura, Mysore ...	62	8	0
5. Sri Mallikarjuna Hostel, Hanuvadi ...	45	8	0
6. Sri Sarada A. K. Hostel, Malvalli ...	46	0	0
7. Banajara Hostel, Chitaldrug ...	60	0	0
8. Banajara Hostel, Arsikere ...	83	8	0
9. Koracha and Korama Hostel, Arsikere ...	62	8	0
Total ...	745	8	0

In addition to the above, two new hostels, namely, the new Adikarnataka Hostel, Bangalore, and the Adikarnataka Hostel, Chitaldrug, which were started in June 1933, receive grants of Rs. 124-8-0 and 5-8-0 respectively, while the latter is also in receipt of a grant of Rs. 40 from the Local District Board and the Municipality. These amounts bring the total grant paid by Government to Rs. 875-8-0 per month.

12. DEPRESSED CLASSES SCHOLARSHIPS.

The development of education among the Depressed Classes has been facilitated by the grant of scholarships on a generous scale, which has given a great impetus to the spread of education among these communities who occupied the lowest level in respect of literacy. Out of the grant of one lakh of rupees sanctioned by Government in 1917 for awarding scholarships to communities backward in education, a sum of Rs. 15,000 was earmarked for distribution among Depressed Class pupils reading in Vernacular Lower Secondary and Industrial Schools, and a further sum of Rs. 20,260 was provided in 1921-22 for grant of scholarships to such pupils studying in English classes.

In the year 1922-23, the whole scheme of scholarships was revised and important changes were effected in the scheme of Depressed Class Scholarships. These changes, which were given effect to from the year 1923-24, were:— (1) 500 scholarships of a total value of Rs. 3,000 per annum were instituted for supplying clothing to Depressed Class pupils reading in the Infant Classes of Primary Schools, (2) the Depressed Class Scholarships in all grades were fixed at higher rates than those under the Backward Class Scholarship Scheme, (3) the amount due to the Depressed Classes under the Backward Class Scholarship Scheme, and the amount set apart for Depressed Class English education were pooled together into a separate fund for Depressed Class Scholarships, and (4) a provision of Rs. 2,000 was made for supply of clothing to Depressed class pupils of all grades, who were not scholarship-holders, the rate of clothing allowance being not more than Rs. five per pupil.

The rates of Depressed Class Scholarships, including the clothing rate of eight annas per mensem recoverable from scholarship-holders for the supply of clothing, were Rs. ten in High School classes; Rs. five in IV, III and II Year classes and Rs. three in the I Year class in Middle Schools; Rs. four in Lower Secondary classes; Rs. two in Primary IV and III classes and eight annas in Primary II and I classes.

In the year 1931, the value of these scholarships was reduced to three-fourths of their former value, under the general scheme of retrenchment of all grades of

scholarships, while the award of scholarships for Depressed Class pupils in Primary Schools was discontinued. During the year 1931-32, 916 scholarships of the total value of Rs. 24,110 per annum and including scholarships for Depressed Class girls were awarded under the Depressed Class Scholarship Scheme and a sum of Rs. 1,500 was also provided for the supply of clothing to Depressed Class girls, who were not awarded scholarships. The reduction in the value of scholarships has not resulted in any decrease in the number of pupils, which fact indicates that the scheme of scholarships has well served its purpose of stimulating a genuine desire among these classes for educational advancement. The education of the Depressed Classes is likely to show considerable progress in the near future, since the attitude of the better classes of the Hindu community towards them has undergone a complete change, and since the people themselves who have now awakened to a sense of their own degradation and backwardness and of the value of education, are coming forward in increasing numbers to utilise in full the facilities for general and technical education provided for them by the State.

CHAPTER IX.
SPECIAL SCHOOLS.

1. SCHOOLS FOR EUROPEANS AND ANGLO-INDIANS.

THE following table gives the number and strength of the schools meant for Europeans and Anglo-Indians, as also the total number of students of these communities reading in the various schools of the State, during the three quinquennial years, *viz.*, 1921-22, 1926-27, and 1931-32.

Year	Number of Schools	Strength			Europeans and Anglo-Indians in general schools	Total Number of Europeans and Anglo-Indians under instruction
		Europeans and Anglo-Indians	Indians	Total		
1921-22	3	377	52	429	54	481
1926-27	4	469	165	574	48	517
1931-32	3	456	147	603	24	480

It will be seen that, at the beginning of the period under review, as at its close, there were three institutions, namely, (1) St. Joseph's Convent School, Champion Reefs, (2) School for Europeans and Anglo-Indians, Nandydroog Camp, and (3) Convent English Girls' School, Mysore, all the three now consisting of both Middle and Primary sections. During the year 1926-27, there was one more institution, 'The Colonial English School, Whitefield,' an European Primary School revived in the Whitefield Colony in the year 1924-25, by the Anglo-Indian Association of Mysore and Coorg. This school which was recognised by the Department of Public Instruction and which received a grant of Rs. 65 a month for a period of six months from 20th April 1925 and thereafter a reduced grant of Rs. 40, worked till the close of the year 1926-27, when it ceased to exist.

The enrolment in these institutions which is now of a mixed character has been satisfactory and the number of Indians reading in them has steadily increased, owing to the restrictions placed on their admission having been very much relaxed. While such admissions have been a source of financial advantage to the smaller and hence uneconomical schools, they have afforded opportunities to well-to-do native people to provide for their children an education different in character from what is available in general schools.

All the three institutions are grant-in-aid schools, and received in the year 1931-32 aids from Government amounting to Rs. 115, Rs. 230, and Rs. 160-8-0 a month respectively, the rate of grant being higher than in the case of other aided schools, as education in them is comparatively costly. The schools were maintained in a flourishing condition, all of them being well equipped and staffed with efficient teachers. The classes being generally small, the pupils receive greater individual attention than is possible in the more crowded general schools. In all the schools, special attention was paid to hand-writing, drawing, and hand-work.

(1) ST. JOSEPH'S CONVENT GIRLS' SCHOOL, CHAMPION REEFS.

The strength of the school in the year 1931-32 was 261, of whom 53 were in the Middle Section, and 208 in the Primary Section. Out of the total strength, 244 were Europeans and Anglo-Indians and the remaining 17, Indians. The school, which is managed by the Sisters of St. Joseph, prepares candidates for the Mysore Middle School Examination, and for the Junior Cambridge Examination.

The results of the school at the Middle School Examinations were as follows :—

Year	Number Appeared	Number Passed
1921-22	1	4
1926-27	2	2 (in I Class)
1931-32	5	5 (4 in I Class)

(3) SCHOOL FOR EUROPEANS AND ANGLO-INDIANS, NANDYDROOG CAMP.

The school is chiefly intended for the education of the children of those employed in the Gold Fields and maintains both the Middle and Primary Sections, which are not bifurcated. The strength of the school in the year 1931-32 was 155, of whom 35 were in the Middle Section and the rest in the Primary Section. The school prepares candidates for the Mysore Middle School Examination, and the results for the school were as follows :—

Year	Number Appeared	Number Passed
1921-22	2	1
1926-27	14	9
1932-33*	3	3 (all in I Class)

* Candidates were not sent up for the Examination held in April 1932.

(3) 'THE CONVENT ENGLISH GIRLS' SCHOOL, MYSORE.

The school, which is the only institution in the Mysore Division for the education of Europeans and Anglo-Indians, had in the year 1931-32 a strength of 187 pupils, of whom 57 pupils belonged to these communities, and of the remaining 130 pupils, 35 were Indian Christians, 29 Brahmmins, 9 Mahomedans, 3 Parsis and 54 other Hindus. In addition to general subjects, industrial and practical subjects such as Dress-making, Needle-work, Embroidery, Machine and Hand-knitting, and Domestic Science are also taught. In the Inspection Report of the school for the year 1931-32, the District Educational Officer, Mysore, observes as follows :—

"I am deeply impressed by the zeal and methodical work of the teachers, and the orderliness and diligent response of the pupils on the whole. If habits of industry and formation of character among the pupils constitute the tests of efficiency, I have no doubt that the institution stands these tests well."

Besides training pupils for the Mysore Middle School Examination, the school prepares candidates for the Junior and Preliminary grades of Cambridge Local Examinations, as also for the Trinity College Music Certificate Examination. The results of the school were as follows :—

Examinations	1921-22		1926-27		1931-32	
	Number Sent up	Number Passed	Number Sent up	Number Passed	Number Sent up	Number Passed
1. Mysore Middle School Examination.	2	2	6	5	4	3
2. Preliminary Local Class.	...	...	...	...	1	1
3. Junior Cambridge Local Class.	3	3	1	1	1	1
4. Trinity College Music Certificate.	17	17	31	31	38	38*

* 30 with Honours.

2. EDUCATION OF DEFECTIVES.

During the period of review, increasing attention was paid to the education of defectives by giving them, besides elementary general education, such instruction in arts and crafts, as would enable them to earn a living after leaving the school. The defective child deserves, more than anybody else, protective service, and the education of the defective children is twice blessed. Education enables them to bear their handicap better and the burden of the people's responsibility for their

welfare is also, in some measure, lightened. Although much has been done so far to educate them by suitable means, it is a matter for regret that continued financial difficulties have prevented Government from giving as much financial support as their peculiar position demands, with a view to providing educational relief to a larger percentage of these unfortunates in the State. Some help from Local Bodies and public spirited individuals has also been rendered, but a much larger support, in this humanitarian work, is a *sine qua non* for the alleviation of the miserable lot of a large number of defectives, who could not be brought as yet into these institutions.

(2) NUMBER OF SCHOOLS AND SCHOLARS.

For the education of the deaf-mutes and the blind, there were two institutions in the State, namely, (1) the Municipal Deaf and Dumb School, Bangalore, which caters only for the deaf and dumb children, and (2) the Central Institute for Defectives, Mysore, which undertakes the teaching of both the blind, and the deaf-mutes.

The Deaf and Dumb School, Bangalore, was started on 28th October 1921 and has been all along under the management of the City Municipality, Bangalore, which now pays a monthly grant of Rs. 128. The strength of the school in the year 1931-32 was 21, all of them being day-scholars. The pupils are trained in articulation and speech-reading and all are given vocational training in sewing.

The Central Institute for Defectives, Mysore, was started in 1901 with one blind boy and two deaf-mutes, and gradually rose to great prominence and usefulness. It was liberally subsidized by Government from its very inception and the Institute, which was managed by a Committee with the Head Master as Secretary, was finally taken over under Government management with effect from 1st July 1927. The strength of the school during the year 1931-32 was 75.

The following table gives the number of scholars in these two institutions during the years 1921-22, 1926-27, and 1931-32, as well as their distribution among different communities:—

Year	Strength				Distribution among Communities									
	Deaf	Blind	Normal Training	Total	Brahmins	Litigayats	Vaisyas	Kshatriyas	Mahomedans	Xiaus	Vokkaligars	Goldsmiths	High Caste Hindus	
1921-22	29	38	2	64	30	7	2	2	2	1	10	1	9	
1926-27	43	46	2	91	41	6	4	1	2	1	13	6	17	
1931-32	53	43	1	96	33	9	7	2	2	2	21	4	16	

As between the opening and closing years, the total strength in both the Institutions rose from 64 in 1921-22 to 96 in 1931-32 or increased by 50 per cent. With regard to admission of pupils, it will be seen that there is no restriction based on caste and community in either of the Institutes. In the year 1932-33, two barbers and two Adikarnataka pupils were admitted into the Central Institute.

According to the Census of 1931, the total number of deaf-mutes in the state was 3,950, and that of the blind, 6,553, so that in the year 1931-32, 9 per cent of the deaf-mutes of the school-going age and 4.4 per cent of the blind were receiving special instruction at school. There is thus still much room for the expansion of educational facilities for defective children, which has been adversely affected by the absence of an effective demand for such expansion and by the present financial troubles and lack of adequate public support.

(3) THE CENTRAL INSTITUTE FOR DEFECTIVES, MYSORE.

(a) *Sections in the School.*—There are three sections in the Institute, the Deaf Section, the Blind Section, and the Normal Section.

(1) *The Deaf Section.*—The section is divided into six classes, three in the Preparatory and three in the Primary Sections. In the Preparatory section, the deaf pupils are trained in lip-reading and sense culture to begin with and exercises in speech-reading are copiously given, with the result that the voice of pupils, in some cases, have been brought fairly to the normal standard. In the Primary section, where pupils will have fairly progressed both in articulation and speech-reading,

pupils are made to read from books and work out sums involving the four principles of Arithmetic.

(2) *The Blind Section.*—This section is also divided into six classes, the highest class corresponding to that of the Kannala Lower Secondary Standard. In the 1 Year class, pupils are taught the Alphabet, Notation and Numeration in Braille, and in the other classes, the curricula followed are similar to those in general Primary schools, though on the content side the knowledge imparted is obviously of a limited nature so as to be within their comprehension. The teaching of English has been recently introduced and in the year 1932-33, six pupils of the Institute had advanced up to the third year standard of Middle Schools.

Three of the blind pupils have been trained in Braille Composing and with the small establishment provided at a cost of Rs. 75 a month, almost all the text-books necessary for the various standards have been provided. The Managing Committee has under its consideration the question of improving the usefulness of this branch of the Institute, and it may be added that the Braille Printing Plant, which has been of incalculable service to the school, was the gift of His Highness the Yuvaraja of Mysore, whose solicitude for the welfare of the subjects of the State is well-known. In the year 1932-33, some Braille Magazines were purchased for the use of the blind boys out of the donation of Rs. 50 given by Dr. E. P. Metcalfe, the Vice-Chancellor of the Mysore University.

In addition to general culture and Braille Composing, the blind pupils are trained in both Vocal and Instrumental Music, which forms an important feature of the school. Some of the blind pupils have become proficient in the art and several of them are very easily earning their livelihood as private music instructors. In the year 1929-30, 12 blind candidates appeared for the Music Examination, conducted by the Department of Public Instruction, of whom 11 passed with two in First Class. A girl passing in I class was awarded a scholarship of Rs. 10 a month for two years with effect from 1st June 1930. For the Music Examination of 1931, 12 appeared and 8 passed.

To facilitate admission of blind children to the Music Class by testing their aptitude, 'Seashore' tests are occasionally held by the Professor of Psychology of the Mysore University, and only pupils who are found fit are permitted to take up the study of Music, while the unfit pupils are put on to Rattan-work, Weaving or some other suitable occupation. These tests have been very useful in avoiding a good deal of wastage.

(3) *The Normal Section.*—In addition to the general and vocational sections, a Normal Section has also been opened, with a view to training men to take up the work of teaching the deaf and the blind. In the year 1928-29, the Normal section contained four students, of whom one secured a post in the Deaf and Dumb School, Royapuram, Madras. In the year 1931-32, there was one teacher undergoing a training course of two years.

(b) *Industrial Occupations.*—Both the deaf and the blind are given training in Weaving and Rattan-work, while girls are trained in Sewing, Knitting and Spinning. Some of the deaf pupils were, during the years 1929-30 and 193-31, sent to the Chamarajendra Technical Institute, Mysore, for an advanced course in Rattan-work, one deaf pupil was sent, in 1930-31, to the Weaving Factory at Bangalore, and 7 deaf girls were transferred to the Vocational Institute for Women in the year 1931-32. At the Dasara Exhibition of 1928, a Silver Medal for rattan-articles and Certificates of Merit for other articles were awarded. Fairly satisfactory work is turned out in the Industrial Section, the sale proceeds during the year 1932-33 amounting to Rs. 250.

(c) *Staff.*—The staff in the Deaf Section consists of five teachers and two industrial instructors, and in the Blind Section, of two teachers, three industrial instructors, and two full-time and three part-time music teachers. In consideration of the limited strength of 75 pupils in 1931-32, the staff provided might appear comparatively large, but the special character of the institute and the consequent need for individual attention to pupils justify their employment.

(d) *Building and Accommodation.*—The school was originally held in the Old Post Office Road, where want of suitable and adequate accommodation was keenly felt. In the year 1927-28, a spacious site was secured in the Idiga Extension, where a residential block of the buildings have been put up at a cost of about a lakh of rupees and the school shifted to the new buildings in October 1929. The Warden's quarters were added later on and the front block of class rooms is now

under construction. The building commands an ideal situation and in its spacious grounds, terrace gardens have been laid out, every student having his own plot, where he grows varieties of both English and Indian vegetables, fruits and flowers, and competes for the prizes awarded to the best growers. A kitchen garden has also been laid out, where all kinds of vegetables enough for the use of the hostel for the full year are grown.

(e) *Hostel.*—In the year 1922-23, there were 32 boarders in the hostel and their number steadily increased to 62 in 1931-32, further increase not being possible for want of sufficient accommodation and funds. All the boarders are fed and lodged free, excepting pupils coming from outside, in whose behalf, the Government concerned pays some contribution. In the year 1932-33, there were three boarders for each of whom the Imperial Government paid a grant of Rs. 15 per mensem.

The expenses of the hostel including boarding and establishment charges are met from the contributions of the various District Boards and Municipalities, Government Grant, contribution from the Sringeri Jahgir, interest on the Hindu Family Pension Fund, and casual donations and subscriptions from the public. With effect from the 1st July 1928, the Mysore Municipality sanctioned a grant of Rs. 1,000 a year. The total expenditure incurred on the hostel, during the year 1931-32, was Rs. 5,645-6-9, the cost per boarder including establishment charges working out at Rs. 6-12-2 per month. On the recommendation of Dr. M. V. Gopala-swamy, a balanced diet, as per table set forth by Doctor Col. Maccarison, Director of Nutritional Research has been introduced from the year 1931-32.

(f) *Physical Culture and Medical Inspection.*—The physical activities of the school are very satisfactory. The pupils are given systematic physical exercises and drill and made to participate in games, running, and gardening. It is understood that open-air movements and exercises have removed, in several cases, some of the natural defects of these children.

The health of the boarders has now been more satisfactory than in previous years. Daily inspection of the health of the boarders is regularly held by a Sub-Assistant Surgeon, who attends also to the medical wants of the pupils.

(g) *The Committee of Management.*—Since 1st July 1927, the school and the hostel have been placed under the management of a reconstituted committee, consisting of several leading gentlemen of the city with Sir Charles Todhunter as President, and an Honourary Secretary later on was appointed in the place of the Headmaster, which post has now been abolished. The Committee members have been taking very great interest, regarding the welfare of the children and their progress. The Committee have spared no pains to make the life of the unfortunates as happy as possible, by providing them with special recreational facilities, such as, the slide, the merry-go-round, etc., and by making arrangements for the deaf-mutes being taken to Cinema shows and Dramas, and for the blind, to Musical Concerts, Band-stands, and Bhajana parties. The Committee has also instituted a fund called the 'After Care Fund' to help the pupils when they leave school, with funds to set up some private business.

In 1931-32, the institution was made non-vocational, as it was found that long absence diminished the effect of the training given in the preceding months.

3. ORIENTAL STUDIES—SANSKRIT SCHOOLS.

1. EARLY HISTORY.

From very early times, Sanskrit learning and culture have been fostered in the State, which in this respect occupies the foremost rank among the Hindu States of India. The sovereigns of Mysore have all along been solicitous of encouraging Sanskrit learning, by bestowing liberal grants on Mutts imparting religious instruction, and by conferring munificent gifts and honours on Pandits. Besides such encouragement from the Palace, it was not unusual in early days for the noble families of the State to support Pandits who gathered round their patrons, and pursued their calling, unhampered by anxieties for a living. In those days of patronage, it was a common practice with the Vidwans to start patasalas where free tuition was imparted to a number of pupils, who were often treated as members of the house-hold. Such idigenous patasalas, spread over the whole State, came under the operation of the grant-in-aid system when it was first introduced into the State in accordance with the policy enunciated in 1856. These patasalas imparted

instruction in Sanskrit on purely traditional lines, and no systematic efforts were made for a long time to adapt the instruction to the present-day needs or supplement it with the knowledge of the world. Liberal patronage was, however, continued to be extended both by the Palace and the Government to such institutions as were regularly conducted on the understanding that secular knowledge should be imparted in addition.

Soon after the Rendition, the Maharaja's Sanskrit College at Mysore was instituted with the Palace Vidwans on its staff, and this was followed by the raising of the Sanskrit schools in Bangalore and Melkote to the status of Colleges and by the starting of the Kannada Pandits' class in the Normal School, Mysore, with Sanskrit as a compulsory second language. A fresh impetus was given to oriental learning by the institution of a system of Vidwat Examinations in the Maharaja's Sanskrit College. Candidates for these examinations which have been of a very high standard in the various branches of Sanskrit learning, Sciences, Astrology, etc., came not only from all parts of the State but also from different parts of British India and other Indian States. After the examination conducted by the Pandits, the successful candidates were awarded diplomas with substantial rewards by His Highness the Maharaja during the Dasara Durbars in the Palace at Mysore. The Mysore College has thus for a long number of years in the past been training students in the ancient learning of the land, and for some time assumed the role of a Sanskrit University, to which were affiliated Sanskrit Colleges and schools like those at Bangalore, Melkote, Belur, T.-Narsipur, etc.

With the progress of English education, however, the Sanskrit Patasalas became less popular, and while the Sanskrit Colleges at Mysore and Bangalore have succeeded in maintaining their efficiency fairly satisfactorily, the moffusal patasalas suffered in importance due to want of adequate financial aid and the efflux of a large number of pupils to English and Kannada institutions, which held out greater attractions on account of their utilitarian value. The number of these patasals in consequence went down gradually, so that at present, the whole State, so far as Sanskrit forms the primary subject of instruction, is served by 5 Colleges and 77 Patasalas most of the latter imparting instruction of the Elementary grade. The five Colleges are—(1) the Maharaja's Sanskrit College at Mysore, under the control of the Palace; (2) the Sri Chamarajendra Sanskrit College at Bangalore, and (3) the Pandits' class attached to the Training College at Mysore, both under the control of the Department of Public Instruction; (4) the Sri Chamarajendra Veda Maha Patasala, and (5) the Sanskrit College, Melkote, both under the control of the Muzrai Department.

In addition, Sanskrit is taught in English Colleges and High Schools as one of the elective second languages and also as an additional subject, no candidate being, however, allowed to offer it under both the heads. In English Middle and Kannada Lower Secondary Schools, it is taught only as an optional subject from 1923-24, in which year, it was transferred from the Second Language group to the Optional.

2. NUMBER OF SCHOOLS AND SCHOLARS.

The following table gives the number of Sanskrit Colleges and Patasalas in the years 1921-22, 1926-27 and 1931-32, and the number of pupils receiving instruction in them as well as in general schools:—

Year	Number of			Number of Pupils reading in			
	Colleges	Patasalas	Total	Colleges	Patasalas	General Schools	Total
1921-22	4	51	55	378	1,595	3,550	5,523
1926-27	5	51	56	410	1,607	3,257	5,274
1931-32	5	77	82	620	1,734	2,530	4,884

The increase in the number of Colleges was the result of separating the Veda and Prayoga classes, from the Sri Chamarajendra Sanskrit College, when it was re-organized in 1925, and constituting them into a separate College. The increase

in the number of patasalas during the year 1931-32, is due to the inclusion of the Veda Patasalas, which are now inspected by the Departmental Inspector of Sanskrit schools.

The enrolment in Sanskrit Colleges and Patasalas shows a steady increase, the strength in them having risen from 1,968 in 1921-22 to 2,354 in 1931-32, while, on the other hand, there has been a slight fall from period to period in the number of students, studying Sanskrit in general schools. The fall during the first period has to be attributed to the fact that in Middle and Lower Secondary Schools, Sanskrit is only one of the optional subjects since the year 1923-24, the selection of which would impose on the pupil the heavy burden of studying a third language. The fall during the second period was due to the fact that, in the year 1931-32, many students in High Schools who desired to proceed to the University dropped Sanskrit and turned to Kannada, the University having announced their intention to have only Kannada and Urdu as Second Languages after the year 1932-33. After the University decided to retain Sanskrit in the Second Language Group, there have been signs of improvement in the number of pupils selecting Sanskrit in the High School Course either as Second Language or as Optional Subject.

3. THE EXPENDITURE ON SANSKRIT EDUCATION.

The expenditure incurred for Sanskrit Education by the Education and Muzrai Departments during the years 1921-22, 1926-27, and 1931-32 was as follows:—

Year	Expenditure incurred				Amount contributed by the		Total
	Colleges	Patasalas	Scholarships	Public Examinations	Education Department	Muzari Department	
	l s.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	36,190	18,438	11,346	8,787	70,404	4,357	74,761
1926-27	41,363	17,659	10,330	6,659	65,645	10,366	76,011
1931-32	41,030	14,155	13,062	7,821	68,473	7,595	76,068

The total expenditure on Sanskrit Education in the year 1931-32 was Rs. 76,068, a sum said to be very inadequate for the development of Sanskrit Education in the State. The Committee appointed by the Inspector-General of Education in January 1924 to examine the condition of the existing grant-in-aid Sanskrit schools and suggest measures for their improvement have observed that in recent years as much attention as its importance demands has not been paid to the development of Sanskrit Education and that the interests of Sanskrit learning, which in reality is the cultural basis of the State has been ignored, while large financial burdens are willingly shouldered by the State for the spread of Vernacular and English Education. The Committee has recommended for a substantial increase as a *sine qua non* for placing Sanskrit Education on a satisfactory footing, by enhancing the grants of poorly-paid aided schools and by adopting such measures as would ensure their improvement. As Government are unable at present to provide the funds required, it is hoped that the question of improving Sanskrit Education will have first consideration, as soon as the financial position of the State improves.

4. SANSKRIT COLLEGES.

(a) *The Maharaja's Sanskrit College, Mysore.* (i) *Early History.*—The Mysore Sanskrit College was started in September 1876, under the name of Saraswathy Prasada, for the purpose of instructing Brahmin students in Veda and Vedangas. As the patasala developed in strength, it was elevated to the status of a College. In October 1883, when the affairs of the Palace Charitable Institutions were re-organized, the College was assigned a substantial grant out of the available savings and in October 1892, a grant of Rs. 6,500 was made from the Education Budget, so that the total amount earmarked for the College was increased to Rs. 13,722. In September 1917, the courses of studies and the scheme of Vidwat Examinations in the College were revised by Government on the recommendations of a Special Committee appointed to consider the question of improving Sanskrit Education in the State.

(ii) *Progress of the College, and Revision of the Courses of Studies.*—In the year 1922, classes in Pancharatra and Vaikhanasa Agamas, and in the year 1930, classes, in Shaivagama and in Suklayajur-Veda, were started. The Yogic system of physical culture for the students of the College was instituted in the year 1932 and has become very popular. Classes to train boys in Rig-Veda and Yajur Veda Prayoga to become efficient purohits were started in 1929 and to these was added a class in Bodhayana Prayoga in 1933. All the Prayoga classes are held out of College hours and are thrown open to the public also.

The courses of studies up to 1923 were as follows :—

1. Preparatory Course	...	...	...	1 Year.
2. Primary	..	...	...	3 Years.
3. Secondary	..	...	...	5 ..
4. Intermediate	..	...	...	3 ..
5. Final Vidwat	..	...	...	2 ..

In 1924, the Preparatory Course of one year was abolished. Compartmental examinations in the final Vidwat class were held till 1925, after which only one final examination at the end of two years was adopted. In the year 1921-22, written examinations in Lakshana Grantha were instituted for students of Vedic Recitation and in 1924, a study of Sahitya up to and including Champu Bharata standard was made incumbent upon all Veda students. The study of History and Geography and of Elements of Natural Science and other secular subjects have been insisted in the case of all students in the school department. Instruction in comparative studies and in the History of Sanskrit language and literature are also provided.

(iii) *Number of Sections and the number of pupils in each during the years 1921-22, 1926-27, and 1931-32.*—The College consists of four departments namely,— (1) College, (2) School, (3) Veda, and (4) Agama, the number of pupils in each being as follows :—

			1921-22	1926-27	1931-32
1. College Department	...	....	60	41	65
2. School	..	...	51	112	152
3. Veda	..	...	71	77	112
4. Agama	..	...	...	12	28
			—	—	—
	Total	...	182	242	357
			—	—	—

It will be seen that the strength of the College in all its departments has progressed satisfactorily. Boarding and lodging facilities have all along been provided for a considerable number of students.

(iv) *Building and Equipment.*—Since the College has expanded in all its Departments, the present accommodation is found inadequate and proposals for constructing an upstairs to the existing building at a cost of Rs. 25,000 have been submitted to the Government.

With a view to bringing about an intimate personal touch between the teachers and the taught, proposals for constructing Professorial quarters have been submitted to Government. The various Mutts in the State and philanthropic gentlemen have been approached for donations, some of which have already been collected. The Sringeri Mutt and the Parakala Mutt, Mysore, have contributed Rs. 200 each, for the Adwaitha and Visistadwaitha Professors' quarters, respectively.

The College possess a good library, the number of volumes in the year 1931-32 being 2,947. Since the year 1925, the College is conducting a Sanskrit quarterly Magazine, which has made a name for itself as a scholarly production of a high order, and counts its subscribers both in and out of India.

(v) *Management.*—The management of the College is vested in a Committee of which the Assistant Secretary to His Highness the Maharaja is the President, the other members being appointed by Government from time to time.

(vi) *Board of Sanskrit Studies and Examinations in Mysore.*—The Sanskrit studies and examinations of the College are controlled by a Board, whose members are also appointed by the Government. The Board conducts three public examinations, namely, (1) Entrance, (2) Intermediate, and (3) Final Vidwat, during the month of 'Sravana' each year, the annual average expenditure thereon being about Rs. 8,300. The Board has secured from the public a number of endowments aggregating to Rs. 31,150. The interest on the endowments is utilised in awarding prizes and medals at the Dasara Durbar to candidates successful at the several examinations conducted by the Board, as well as scholarships to deserving students.

(vii) *Public Examination Results.*—The results of the several examinations conducted by the Board for the years 1921-22, 1926-27, and 1931-32 were as follows:—

Year	Agama		Entrance		Intermediate		Vidwat Final		Total	
	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed
1921-22	4	2	23	12	48	40	75	54
1926-27	10	6	27	20	17	7	54	38
1931-32	...	5	23	14	56	44	19	7	103	80

During the years 1921-1931 inclusive, 186 have passed out of the College as full-fledged Vidwans.

(b) *The Sri Chamarajendra Sanskrit College, Bangalore, (i) Early History.*—Prior to 1870, some local pandits in Bangalore maintained two private schools, where they taught Kavya to poor Brahmin boys. These schools were, by mutual consent amalgamated into one Patasala, the control of which was, in the year, 1885, taken over by the City Municipality under the name of Vani Vidya Patasala. Till the year 1888, the institution consisted of two Departments, the Shastra and the Kavya, which were combined into a Sanskrit College in November 1889, and placed under the management of a Committee supervised by the Muzrai Department. The College was later on removed to the old Arsenal Building in the Fort, and in 1896 its name was changed to Sri Chamarajendra Sanskrit College, in memory of His Highness the late Chamarajendra Wadiyar Bahadur, G.C.S.I. In the year 1921-22, the College consisted of three Departments—the College, the School and the Veda—and imparted instruction in Sahitya and Alankara in the College Department, in Kavya and Champu in the School Department, and in the Vedas in the Veda Department. Until 1924, candidates from the College appeared for the various examinations, conducted by the Mysore Board of Sanskrit Studies and Examinations.

(ii) *Later Developments.*—The year 1924 forms an important landmark in the history of the institution; for in that year, the Government passed orders on the longstanding question of the admission of students of all communities without distinction of caste or creed into the Sanskrit Colleges of Mysore and Bangalore, and directed that admission into the Maharaja's Sanskrit College, which has long been a centre of orthodox learning should be restricted to Brahmins of priestly persuasion and that admission into the Sri Chamarajendra Sanskrit College be thrown open to all communities, the College itself being transferred to the control of the Department of Public Instruction. At the same time, the Government were pleased to appoint a Committee to revise the curricula and courses of studies in the College, so that adequate facilities might be afforded to all communities for the acquisition of Sanskrit learning and culture, embracing all branches of higher Sanskrit studies.

In accordance with the recommendations of the Committee, which were accepted by the Government in their Order, dated 24th January 1925, the College was divided into the Secondary and College Departments, each course extending over a period of five years. English was included as one of the subjects of study

in the Secondary course, the standard to be reached being that of the Middle School in the third year class and of the Sixth Form in the fifth year class. In the College Department, Sanskrit was made the main subject of study, the knowledge of English acquired in the Secondary Course being kept up by reading books in English written by occidental authorities on the several branches of Sanskrit literature and Shastras, with a view to securing comparative knowledge and outlook. Provision was also made for Kannada composition by prescribing texts for non-detailed study, subjects for Kannada composition being based on them. It was further ordered that eight branches of alternate study should be instituted, of which three branches—Sahitya, Tarka, and Vyakarna—have been opened.

The Primary and the Veda Departments existing in the College were ordered to be abolished but, as the Veda Department had all along served the useful purpose of training Brahmin students for the priestly profession, the Government directed that the classes might be taken over by the Muzrai Department and organized into a separate institution.

The Government also directed that a separate Board should be constituted for the conduct of examinations under the revised Scheme. A Board consisting of 13 members was formed, to be under the control of the Education Department, and was made responsible for the institution, conduct of examinations, and the issue of certificates to the successful candidates, besides prescribing, changing, or modifying the text-books from time to time.

The Secondary Course was subsequently extended to one of six years and a Primary Department was organized in the year 1926 to serve as a feeder to the Secondary Department.

(iii) *Number of Sections and Pupils.*—There are now three courses of study, namely, (1) a Primary Course of three years, (2) a Secondary Course of six years, and (3) a College Course of five years, with a public examination at the end of each course, there being in addition an Intermediate Examination at the end of the third year of the College Course.

The number of pupils in the College including the Primary Section, during the years 1926-27 and 1931-32 and their classification were as follows:—

Year	Pupils			Classification of Pupils							
	Boys	Girls	Total	Brahmins	Lingayets	Vaiśyas	Devangas	Nayaka	Matratta	Visvakarma	Gosai
1926-27	96	2	98	65	26	...	3	2	1	..	1
1931-32	96	4	100	60	30	9	...	...	...	1	...

It will be seen that the Lingayets and the Vaiśyas are the only two communities making considerable use of the facilities provided by the Government for the acquisition of higher Sanskrit learning.

(iv) *Building and Accommodation.*—The College continued to be held in the Old Arsenal Buildings till November 1931, when it was shifted temporarily into the Tippu Sultan's Palace, the Arsenal Buildings having been demolished in connection with the construction of a new Maternity Hospital. A fine suitable building in oriental style and at a cost of Rs. 44,000 is under construction for the permanent location of the College.

(v) *Management.*—The Department of Public Instruction exercises full control over the College. The Director is assisted by a Board of Studies and Examinations, of which he is the *ex-officio* President, the members of the Board being appointed by Government. The Board now conducts five public examinations, namely, (1) Primary, (2) Kavya, (3) Champu Nataka, (4) Intermediate, and (5) Final Vidvat Examinations, the expenditure thereon during the years 1931-32 and 1932-33 being about Rs. 1,200 and Rs. 1,300, respectively.

(vi) *Public Examination Results.*—The results of the several examinations, conducted by the Board for Sanskrit Education and Examinations, Bangalore, for the years 1926-27 and 1931-32 were as follows :—

Examinations	1926-27		1931-32	
	Number Appeared	Number Passed	Number Appeared	Number Passed
Kavya Examination ...	2	1	7	6
Champu Nataha ,, ...	2	1	3	2
Intermediate ,, ...	1	1	1	1
Final Vidwat ,, ...	...	...	2	1

A sum of Rs. 840 is ear-marked for the annual award of prizes in the shape of money or books to candidates successful at the Public and Class Examinations. In addition to the above Government allotment, there are a few endowments yielding an annual income of Rs. 82-8-0 which are also utilised for the award of special prizes.

Candidates passing the Sanskrit Vidwat Examination in full in any branch conducted by the Mysore or Bangalore Sanskrit Boards are permitted to sit for the S. S. L. C. Examination in English only, while candidates passing the Kavya Examination are permitted admission into the IV Form of High Schools.

(c) *The Pandits' Class attached to the Training College, Mysore.*—In the year 1921-22, the Training College was the only institution which maintained Collegiate classes for Pandits and Moulvis.

(i) *Course of Study.*—The course of study extended at first over two years, but was increased to three years in 1906-07, and, since then, the examination for pandits (and moulvis) has been held twice in three years, there being no examination at the end of every third year. Under the revision sanctioned by Government in 1932-33, the course of study has been further extended from three to four years, an Intermediate Examination at the end of the second year being instituted in addition to the final examination at the end of the fourth year.

(ii) *Selection for Admission into the Classes.*—Selections for these classes were made twice in three years from among the teachers applying for admission on the results of a competitive examination. With a view to securing qualified candidates, the rules of candidature were changed in the year 1927-28, so as to admit to the course only candidates taking up Sanskrit for their Upper Secondary Examination. In 1929-30, the rules of admission were further revised, so that admission into the course is now confined in respect of teachers only to those who have put in at least two years of service after passing the Upper Secondary Training Examination, and to private candidates who have passed the Upper Secondary or S. S. L. C. Examination, and who are admitted into these classes on the basis of an examination conducted by the College staff. Selection for admission into the course is now made in alternate years, and two out of four seats available for teachers in each Pandit class are reserved for non-brahmins.

(iii) *Curricula of Studies.*—The curricula of studies prescribed are high and cover both Sanskrit and Kannada, the object of the course being to supply efficient language teachers to High Schools. Under the revision of the curricula of studies sanctioned in June 1916, English was included as an optional subject, the standard of knowledge required for a pass being equal to that of the S. S. L. C. Course. On the recommendation of the Local Examination Boards, the curricula of studies were revised in the year 1926-27 and the consequential changes made were (1) the dropping of English so that more time might be available for the study of oriental languages, (2) omission of the paper on the History of Sanskrit Language and Literature from the syllabus, and (3) permission granted to candidates to write their answer papers in Kannada. As under these revised rules which came into operation from 1928-29, English is not offered as a special subject for the Public Examination and as it was considered very desirable that Pandits and Moulvis should have a working knowledge of English, Government have passed orders

permitting candidates passing the Pandits' and Moulvis' Examination to appear for the S. S. L. C. Examination in English only by private study.

(iv) *The Results of the Public Examination.*—The results of the Pandits' Examination during the years 1921-22, 1926-27, and 1930-31 were as hereunder:—

Year	Number Appeared	Number passing in full	Number passing in groups
1921-22	16	2	11
1926-27	17	4	6
1930-31*	31	12	...

* There was no Examination in 1931-32.

(d) *The Sri Chamarajendra Veda Mahopatasala, Bangalore.*—The institution originally formed a section of the Sri Chamarajendra Sanskrit College, from which it was separated into a separate institution in the year 1925. Since then, it has been under the control of the Muzrai Department and managed by an Advisory Committee appointed by Government. The Committee was reconstituted in November 1933 with *Rajakaryaprasakta Rao Bahadur M. Shama Rao, Esq., M.A.,* as Chairman.

The Patasala is held in the Sri Sivaganga Mutt Buildings in Chamarajpet, Bangalore, on a monthly rent of Rs. 75, and provides free boarding and lodging to moffusil students. The subjects taught in the College are—(1) the Rig Veda, (2) the Krishna Yajur Veda, (3) the Sukla Yajur Veda, and (4) the Sama Veda, the number of students in each section during the year 1931-32 being 23, 29, 12 and 8, respectively with six special students, attending for one period only. The curricula of studies, sanctioned in G. O. No. 1503—Muz. 290-25-2, dated 14th April 1926, have been adopted and followed. The revision of the curricula has been proposed by the Committee, with a view to improving Kavya study, which is essential to both Veda and Prayoga students and to reduce the number of years in the course of the Prayoga classes by a re-adjustment of the syllabuses, so as to give a full knowledge of the Prayoga selected for study, within a period of seven years from the commencement.

The Patasala prepares candidates for the Final Vidwat Examination in Veda, conducted by the Mysore Board, while the class annual examinations, both written and oral, are conducted by examiners invited from outside. In the year 1931-32, 61 candidates sat for the annual examinations, of whom 53 passed. In the same year, two students of the Patasala passed the Mysore Vidwat Examination, both in First Class, and were each honoured with a money purse and a pair of shawls at the hands of His Highness the Maharaja.

(e) *The Sanskrit College, Melkote.*—This institution was founded in the year 1854, and has since then developed into a Centre of Sanskrit learning imparting instruction in Tarka, Vedantba, and Sahitya of the Vidwat standard. The institution deserves special mention for the palm-leaf manuscripts preserved in its archives.

The College is managed now by the Muzrai Department which contributes Rs. 125 per month, while the Department of Public Instruction pays a monthly grant of Rs. 320.

The total strength of the College during the years 1921-22, 1926-27, and 1931-32, was 62, 71, and 63, respectively. For the Final Examination, the College presents candidates in Shastras for the examinations conducted by the Mysore Board, and in Sahitya, for the examination of the Bangalore Board.

The results of the College in the Final Vidwat Examinations during the above years were as hereunder:—

Year.	Number Examined	Number Passed.
1921-22	7	4
1926-27	7	6
1931-32	1	...

national individuality but also to stimulate in us a pride in our own intellectual heritage. Further, the more extensively Sanskrit is learnt, the better it will be for the Vernacular, since Sanskrit is the mother of almost all the languages in India. In any cultural re-adjustment, it becomes imperative, therefore, to lift Sanskrit and the Vernaculars to their lost but legitimate place in the scheme of studies.

The immediate needs of Sanskrit Education will perhaps be met, if the full scheme for the re-organization of Sanskrit studies submitted by the Department be sanctioned, when it will become possible—(1) to enhance the present grants of deserving primary patasalas to enable them to introduce the Kavya Examination Course, (2) to encourage opening of new patasalas in desirable centres by sanctioning fresh grants, and (3) to take under direct Government management a few of the aided efficient patasalas, at least one in each district, with a view to setting a standard for private institutions.

Speaking at the Prize-distribution Ceremony of the Sri Chamarajendra Sanskrit College held on 28th January 1928, Sir Mirza M. Ismail observed as follows :—

“ However much we may be inclined to think that the life and continuance of a nation depends upon its practical affairs and material progress, we must not forget that the ultimate thing that gives it worth in the estimation of its citizens and immortality in history is its dreams and ideals. It is the vision of a nation, carried out in the national life, that lifts it in the scale of civilization. That vision is enshrined in its language and becomes the inspiration and guide of the souls born into its tradition. It is true that people create languages. It is also true that languages, if they do not create, certainly mould and perpetuate the special characteristics of the people. And I cannot but think that it is something of the genius of the Sanskrit Language that has entered into and carried on the Hindu Nation as a living entity, while great empires have risen and fallen.

While we should respect the traditions of scholarship, through which the Sanskrit language has come down to us from antiquity, we should also, in view of its living value to the whole Indian Nation make the teaching of it nation-wide. Its scientific aspects will naturally remain an interest of the intellectual minority. But as a spoken language in a simplified and popular form, it should pass beyond any particular caste or group and become popular in the widest sense of the term. I would, therefore, appeal to all my Hindu brethren to encourage Sanskrit learning and thereby discharge a sacred duty to their civilization and culture. The more people speak it, the greater will be its power and influence. It is a price-less heritage. Let us all share in it.”

inspect all the Patasalas and the College at Melkote in addition, but also to devote his full attention to their organization and development.

(iv) *Systematization of Studies in the Sanskrit Patasalas.*—A representation having been made to Government at the Birthday Session of the Representative Assembly in 1923 that in the interests of Sanskrit studies a graded series of examinations should be prescribed for all the Aided Sanskrit Patasalas in the State, a Committee was appointed by the Inspector-General of Education to go into the question in full. The Committee's recommendations modified by the Director of Public Instruction in the light of later developments, were submitted by him for sanction of Government on 22nd May 1930. Due to financial difficulties, the Government could not sanction the proposals of the Director *in toto*, but, as a first step towards the improvement of the Patasalas, they were pleased to approve the proposals of the Director, in so far as they related to the systematization of studies in the Sanskrit Patasalas of the State. According to these proposals, a Sanskrit Patasala in receipt of a grant is required to provide for a three years' course in Sanskrit of the standard prescribed for the Primary Department of the Chamarajendra Sanskrit College, and confine itself to the teaching of Sanskrit only, without undertaking work in the general subjects prescribed for the Primary course in that College. To test the proficiency of pupils in the Patasalas, an examination of the same standard prescribed for the students of the above College at the end of the third year Primary course was instituted, which these pupils were required to take. Patasalas having an adequate staff were allowed to prepare candidates for the Kavya and Champu examinations of the Chamarajendra Sanskrit College, provided that there was a probability of continuity of the classes. The first examination under the revised rules was held in October 1931 and out of 184 candidates that sat for the examination, 120 passed, a girl candidate topping the list.

6. OTHER COMMUNITIES AND SANSKRIT EDUCATION.

Of the non-brahmin communities interested in Sanskrit Education, the Lingayet Community stands foremost and maintains three institutions at Siddiganga, Mysore, and Tiptur, exclusively for the benefit of Lingayet pupils. The patasala at Siddiganga has a building of its own and is turning out very good work. The Jain community has two patasalas at Sravanabelagola, where general Sanskrit literature and Jain Siddhanta are alike studied by the pupils. The Vaisya community has a Veda patasala in Bangalore where Sahitya of a very elementary nature is taught.

7. A SANSKRIT ACADEMY IN BANGALORE.

At a preliminary meeting held on 3rd March 1932 at the Veda Mahapatasala, Bangalore, it was unanimously resolved that a Sanskrit Academy in Bangalore, with a Library, a Reading Room and other necessary adjuncts, should be started for the fostering and spread of Sanskrit culture which continues to enjoy a high place in the estimation of the civilized nations of the world. Among the varied objectives in view, the Academy aims to arrange for—(1) holding of debates, conferences and study classes, (2) publication of new books and of a magazine, (3) Research work, (4) training of Sanskrit Pandits and Teachers on modern lines, (5) encouragement to the traditional type of Sanskrit learning and to the study of Ancient Indian Culture and Philosophy in relation to modern thought, and (6) opening of a Residential Anglo-Sanskrit High School.

With these declared objects and the support already secured, the proposed Academy bids fair to develop into a centre of oriental studies, welcoming scholars from foreign countries to enjoy the intellectual hospitality of the State.

8. FUTURE DEVELOPMENT.

It has been said that the present system of education has brought about a cultural dualism, which has all but severed the intellectual growth of the nation from the historic traditions of Indian development, and has severely divorced the literary classes from the illiterate masses. If our education is to be truly Indian, it must be so re-organized as to bring out the racial traits in each child and to this end, some hold that a Sanskritic foundation must be provided for every youth of the State. Such a foundation is considered necessary not only to preserve our

national individuality but also to stimulate in us a pride in our own intellectual heritage. Further, the more extensively Sanskrit is learnt, the better it will be for the Vernacular, since Sanskrit is the mother of almost all the languages in India. In any cultural re-adjustment, it becomes imperative, therefore, to lift Sanskrit and the Vernaculars to their lost but legitimate place in the scheme of studies.

The immediate needs of Sanskrit Education will perhaps be met, if the full scheme for the re-organization of Sanskrit studies submitted by the Department be sanctioned, when it will become possible—(1) to enhance the present grants of deserving primary patasalas to enable them to introduce the Kavya Examination Course, (2) to encourage opening of new patasalas in desirable centres by sanctioning fresh grants, and (3) to take under direct Government management a few of the aided efficient patasalas, at least one in each district, with a view to setting a standard for private institutions.

Speaking at the Prize-distribution Ceremony of the Sri Chamarajendra Sanskrit College held on 28th January 1928, Sir Mirza M. Ismail observed as follows :—

“ However much we may be inclined to think that the life and continuance of a nation depends upon its practical affairs and material progress, we must not forget that the ultimate thing that gives it worth in the estimation of its citizens and immortality in history is its dreams and ideals. It is the vision of a nation, carried out in the national life, that lifts it in the scale of civilization. That vision is enshrined in its language and becomes the inspiration and guide of the souls born into its tradition. It is true that people create languages. It is also true that languages, if they do not create, certainly mould and perpetuate the special characteristics of the people. And I cannot but think that it is something of the genius of the Sanskrit Language that has entered into and carried on the Hindu Nation as a living entity, while great empires have risen and fallen.

While we should respect the traditions of scholarship, through which the Sanskrit language has come down to us from antiquity, we should also, in view of its living value to the whole Indian Nation make the teaching of it nation-wide. Its scientific aspects will naturally remain an interest of the intellectual minority. But as a spoken language in a simplified and popular form, it should pass beyond any particular caste or group and become popular in the widest sense of the term. I would, therefore, appeal to all my Hindu brethren to encourage Sanskrit learning and thereby discharge a sacred duty to their civilization and culture. The more people speak it, the greater will be its power and influence. It is a price-less heritage. Let us all share in it.”

CHAPTER X.

TRAINING INSTITUTIONS.

1. PROFESSIONAL NEED.

It has now been universally recognised that specific preparation is as essential for teaching as it is in all other avocations, and there are more grounds than one, on which the need of teacher training is based. Academic education by itself does not qualify a person for teachership, in view of the fact that teaching is a delicate art, which requires consummate skill and has to be acquired as in other technical subjects, such as, Medicine, Engineering, or even Law. The human mind thinks, feels, and wills according to certain laws with which a teacher aiming at efficiency must be fully conversant. Teachers should, therefore, possess a sound knowledge of applied psychology, which has the same relation to Pedagogy as Physiology has to Medicine. A real teacher must combine in himself the qualities of an accomplished scientist and a skilled artist. He should have studied not only the subjects he has to teach, but also the beings, whom he has to instruct and train in their physical, mental, and other aspects. To make sure that the school is carried on under healthy conditions and that drill and physical exercises are rightly directed, he ought to have a good practical knowledge of Hygiene and Physiology. To develop mind and character, he should have a thorough acquaintance with the science of Psychology. An untrained teacher often violates the simple rules of Pedagogy and fails to educate at all; in other words, he does not draw out, train, and discipline; he does not awaken curiosity, nor excite enquiry, nor develop discrimination.

In addition to an understanding of the principles of Psychology, there are many other qualities, which are to be acquired as the result of sound training, and which contribute to the success of a teacher. He ought to have sympathy with children, enthusiasm in teaching them, and the power to control and direct their activities. The true value of education lies in each child being provided with such environment, that it will develop freely and naturally to express its individual uniqueness, directly, simply, and fully. A teacher more than a member of any other profession needs to have a purpose clearly marked out for himself in life and the natural expression of his life should be such that he feels his place is with the children. Such a teacher does not presume to teach, but lets the child educate himself and learn by his own efforts and interests. The steady growth of the child's independence from his guidance is a mark of his greater usefulness to the child and his progressive success as a teacher. As John Adam says, a teacher 'should make himself more and more dispensable to the child.' Our Training Institutions should strive to produce young men and women enthused with this spirit of complete self-effacement, which ought to be the solid foundation of a teacher's make up, for on such foundation only can be erected the super-structure of the varied technical qualifications of a teacher.

Among the other benefits of training, it may be mentioned that the study of diverse educational systems of the world broadens the outlook of teachers, widens the range of their knowledge, creates a taste for education, and helps them in evolving a system of education, suited to local conditions.

It has to be admitted, however, that there have been numerous instances of teachers, who had no opportunities of entering the precincts of a Training College and yet were the ornaments of the profession. They can only be regarded as honourable exceptions, who, with requisite training, might have been still better teachers. As regards the general run and ordinary specimen of teachers, it would be a truism to remark that they cannot do without training, which is needed to equip them for the profession by giving them the necessary skill and knowledge of the teaching art.

Speaking about the need for professional training, Lord Lytton, when Governor of Bengal, said at the Opening Ceremony of the new building of the David Hare Training College :—

"The Ceremony, which I have come to perform, may be taken as an emphatic declaration by the Government that the teaching profession is no longer to be regarded as the last resort of those who are incapacitated for any other profession; that it is rather the most responsible and important of all professions, and that those, who embrace it, require as good a training as those who enter any other profession."

2. EARLY HISTORY.

The need for teacher-training to equip schools with properly qualified teachers was recognised by the State so long back as the year 1860, in which year the first training school was started at Mysore. After the initiation of the Hobli School System, Normal schools were established at several District Headquarters for training teachers to staff the schools opened. These Normal Schools were, however, abolished owing to retrenchments at the time of the great famine of 1877. But the large failures in the Local Examinations in subsequent years emphasised the need for specially trained teachers and in 1893-94, a Normal School was established at Mysore with classes for the Upper Secondary and Pandits' Courses. Two more Normal Schools, one at Kolar and the other at Shimoga were opened in 1897. To meet the requirements of the Anglo-Vernacular Schools which were increasing in number, an Under graduates' Training class was opened in 1912-13 in the Mysore Normal School, which was later on raised to the status of a Training College, with the training of teachers of Urdu Schools concentrated at the institution. Subsequently, a new Normal School was opened at Tumkur, followed by the opening of two more at Bangalore and Chitaldrug and lastly by the opening of a District Normal School at Hassan.

For the training of Mistresses, a Training School was opened at Mysore in the year 1885 in the Maharani's College and a Zenana Normal School for training Hindustani Mistresses was sanctioned in the year 1916-17. The Wesleyan Mission Bangalore, conducted an aided training institution for women teachers. Thus in the year 1921-22 there were ten Training classes, eight of which were Government and two Aided Institutions and of the ten institutions, seven were for training masters and three for training mistresses.

All the District Headquarters except Chikmagalur had Normal Schools to train masters in the Lower Secondary Grade, while Mysore had a Training College for the training of Graduates and Under-graduates and had, in addition, the Upper Secondary Training Classes. The Maharani's Training School, Mysore, had training classes of the Upper Secondary and Lower Secondary grades, while the Zenana Normal School, Mysore, and the Aided Wesleyan Mission Training School, Bangalore, maintained training classes of the Lower Secondary grade. The total strength of these institutions, in the year 1921-22, was 588.

3 THE ORDERS ON THE EDUCATION MEMORANDUM AND THE TRAINING INSTITUTIONS.

The inadequacy in the number of existing Normal institutions, *viz.*, seven for men and three for women, which provided for the training of only about 500 teachers per annum, was noticed by the Government in connection with their orders on the Education Memorandum, and they were pleased to direct (1) that the number of Normal Schools be increased by five during the first year and by another five in the following year, so as to provide for the training of 500 more teachers every year, (2) that of these new Normal Schools, one should be for women and located at Bangalore, (3) that all the new Normal Schools should take in the maximum number of pupils that may be admitted and that, wherever teachers in service were not available to undergo the training, the amounts provided for allowance to substitutes might be utilised as stipends for private pupils, and (4) that the course of the Lower Secondary Grade be extended to two years, so that the teachers under training who have passed only the Vernacular Lower Secondary Examination might have the necessary literary and professional training required to qualify them for service as teachers in Primary Schools.

But the continued financial difficulties prevented Government from sanctioning the opening of the ten additional Normal Schools. Had they been opened, the increased output of trained teachers of the Lower Secondary grade should have gone a long way to meet the demand of new schools for trained masters and mistresses, and the normal wastage of trained men and women teachers by retirement and other causes. Further, it might have been perhaps possible to locate all of them or at least some of them in rural environment, so that the candidates under training could live under conditions of life which would be theirs in the years following the training and receive such instruction as would enable them to associate teaching in rural schools closely with the environment of the children,

especially through the development of instruction in gardening and such other forms of practical work as would suit rural conditions of life.

4. TRAINING COURSES.

During the period of review, there were four different grades of training classes to train school masters and mistresses as well as such of the private candidates as were desirous to undergo training before taking up teaching work in schools. They were (a) the Graduates' Training Class, (b) the Under-graduates' Training Class, (c) The Upper Secondary Training Class, and (d) the Lower Secondary Training Class.

(a) THE GRADUATES' TRAINING CLASS.

Previous to the year 1914, there was no provision in the State for training graduates and it was usual to depute two selected graduate teachers to undergo the L. T. Course at the Teachers' College, Saidapet. But, in the year 1914, the teachers selected could not get admission into the Madras College. It was therefore considered imperative that arrangements should be made for the training of graduate teachers of Government and Aided Schools in one of the Local Normal Schools, and consequently, the proposals of the Inspector-General of Education to open an additional English Training Class for graduate teachers in the Normal School at Mysore, and to change its designation to that of a Training College, were sanctioned by Government.

In pursuance of the above orders of Government, the Graduate Training Class, which corresponded to the L.T. Class of the Teachers' College, Saidapet, was opened in the Training College, Mysore, the length of the course being one year, during which, the students not only attended lectures in the College, but also did actual teaching in the High School classes of the Government Collegiate High School, Mysore. But in view of the distance between the two institutions and the consequent inconvenience, a separate Practising High School was started in June 1924, the Vice-Principal of the College looking after the duties of the Head-Master of the High School.

Six teachers employed in Government Schools were being selected every year for training in this class, and this number was subsequently raised to 12 to provide for more graduate Inspecting Officers to be trained, since it was considered desirable, in the interest of efficient inspection, that all the Inspecting Officers should be trained men. In the year 1923-24, 12 graduates were selected for the Graduates' Training, one of whom was a lady graduate who was sent to undergo training in the Lady Willingdon College, Madras, for the L.T. Degree Examination.

Upon the institution of the B. T. Degree in the University of Mysore, the Graduates' Training section of the Training College was abolished with effect from 1st August 1925 and the separate Practising High School, at the close of the year. Eleven graduate teachers of the Department were deputed on their full pay to undergo training in the B.T. Class of the Maharaja's College, Mysore.

In the year 1927-28, in addition to 12 teachers selected for B. T. Training, nine teachers of the Department underwent the B. T. Course at their own cost, taking such leave as they had a title to and with a view to encouraging deserving graduates in the Department who were eager to equip themselves with the B. T. Degree at their own expense, Government accorded sanction in the year 1932-33, to the scheme of granting five such teachers every year furlough leave both due and not due for a period of eleven months during the year. Quite a large number of private candidates have also undergone the B. T. Course successfully, and are now being recruited to vacancies in High and Middle Schools on a higher salary and in preference to untrained graduates.

(b) THE UNDER-GRADUATES' TRAINING CLASS.

With a view to meeting the requirements of Anglo-Vernacular Schools, an Elementary English Training Class was opened in 1912-13 in the Mysore Normal School, admission into the class being extended even to those who had completed the Matriculation Course. This class was re-modelled in the year 1914, when the standard was raised and admission restricted only to those who had passed at least the Matriculation Examination or possessed a completed School-Leaving Certificate.

there being provision for training 35 teachers. The examinations were conducted in English and consisted of two parts, the Theory and Practical Examinations respectively, the former being written and the latter oral and practical.

For the training of women under-graduate teachers, a few of them generally two or three, were selected to undergo training in the Under-graduate Training Class attached to the Training College, Mysore. As such an arrangement was considered inadequate to produce women teachers professionally fit, and needed in plenty, it was decided that a Central Training Institution providing training in the Lower Secondary, Upper Secondary and Under-graduate grades should be opened, as contemplated in the Government Order on the Education Memorandum, with the necessary complement of staff and equipment. Accordingly the training classes of the Maharani's College were separated and the Maharani's Training College, with the above grades of training was formed at the beginning of the year 1928-29. In order to afford facilities to prospective lady teachers to undergo the training of the Secondary Grade, Government were pleased to sanction, during 1928-29, the award of two stipends of Rs. 15 each per mensem.

The Under-graduate Course, which is one year in duration, has been considered insufficiently practical and far too short to give really sound professional training. Instruction in general subjects, specially in English, has also been felt necessary and hence the question of its extension to one of two years, so as to give S.S.L.C. teachers a satisfactory cultural as well as professional grounding as has been done in most places outside the State, is under the consideration of the Department.

(c) THE UPPER SECONDARY TRAINING CLASS.

This course was also of one year and was open to teachers who had passed the vernacular upper Secondary Examination. This training class was attached to the Training College, Mysore, and provided for the training of 40 teachers including five Mahomedan teachers, for whom a separate section was maintained. While under training, the teachers were given their full pay, while substitutes were appointed in their places as well as in the places of those selected for Lower Secondary Training at a uniform rate of Rs. 13 per mensem. The teaching was all in Vernacular—Kannada and Urdu. The training sections of the Maharani's High School also maintained an Upper Secondary Training Class, where school mistresses were trained. During the period of their training, substitutes were appointed at a uniform rate of Rs. 14 per mensem.

The examination was open to those, who besides passing the Upper Secondary Examination, had either gone through the full training course in a recognised training institution and been permitted by the Head of the institution to appear for the examination or who had appeared for the examination before and failed to secure a pass.

The examinations were conducted in the Vernacular—Kannada or Urdu and consisted of two parts, the Theory and Practical Examinations, the former being written and the latter oral and practical. The subjects of the Theory Examination were (1) Principles of Education, (2) Methods of Teaching, and (3) School Organization and Discipline.

(d) THE LOWER SECONDARY TRAINING CLASS.

The Lower Secondary Training was the lowest grade of training and was open to those who, after passing the English Middle School or the Vernacular Lower Secondary Examination, were selected to undergo this grade of training. Classes for men teachers were held, not only in the Training College, Mysore, where separate sections were maintained for Kannada and Urdu, but also in six other District Normal Schools, located at the Headquarters of each district, other than Mysore and Kadur. Sixty students, including teachers and private students, were selected for each of the District Normal schools, and the total attendance of all the Lower Secondary Training Classes for men on 30th June 1923 was 478.

For the training of women teachers, there were classes attached to the Maharani's High School, Mysore, the Government Zenana Normal school, and the Aided Wesleyan Mission Normal schools for girls, Bangalore, the total number of women undergoing training as on 30th June 1923 being 60. In spite of the availability of a good number of stipends, it is a matter for regret that there has been no adequate response from women private candidates for admission into the training classes.

The Lower Secondary Training Course was also of one year; but in view of the very low intellectual equipment of the class of men coming up for this grade of training, it was considered necessary, as contemplated in the orders of Government on the Education Memorandum, to extend the length of the course to two years. This reform was effected from the beginning of the year 1925-26, and resulted in reducing the annual output of trained teachers of the Department to half the original number, as the total cost had to be kept down to the original limit. The number of stipendiary private students was, however, raised in all training institutions by a re-adjustment of the available allotments. In spite of the reduction in number, the extension had its own increased gain, and actual experience has proved the effectiveness of the step, as the men, trained in general and professional subjects for a longer period of time, have shown themselves comparatively to be more efficient than those trained in this grade during previous years.

The examination was conducted in the Vernacular, Kannada and Urdu, and consisted of two parts called the Theory Examination and the Practical Examination, the former being written, and the latter, oral and practical. The subjects for the Theory Examination were divided into two groups A and B. Group A included (1) Language including Grammar—Kannada or Urdu, (2) Elementary Mathematics, (3) Elements of Science including Nature Study, (4) History and Civics for men, History and Civics or History and Music for women, the examination in Music forming part of the practical examination. During the year 1927-28, Music as an examination subject for women taking the Lower Secondary Course was ordered to be deleted, since it was found difficult to arrange for South and North Indian Music for Hindu and Muslim ladies separately at different centres. Group B included (1) Principles of Education, (2) Methods of Teaching, and (3) School Organization and Discipline, the same professional subjects and practically of the same standard, as were prescribed for the Theory Examination of the Upper Secondary Training Course.

(e) THE REVISED VERNACULAR TRAINING COURSE.

As already described, there were two Vernacular Courses, the Upper Secondary Training Course of one year and the Lower Secondary Training Course of two years with an intervening Upper Secondary Course of two years, thus covering a total period of five years between them. Considerable dissatisfaction was felt for some time with these courses and mainly for two reasons. In the first place, it was felt that the initial qualification of the persons admitted to the Lower Secondary Training Course was too low on the cultural side to make them really competent teachers, while the professional curriculum was somewhat beyond their capacity to understand intelligently. In the second place, there was considerable wastage in that a fairly large number of those, passing through the Lower Secondary Training Course were again deputed for the Upper Secondary and the Upper Secondary Training Courses, thus spending five years at one training institution or another. The professional side of the training was repeated and augmented in the Upper Secondary Training Course, and the cultural side, in the Upper Secondary Course.

With a view to avoiding the duplication of courses of training as well as to raise the standard of qualifications of teachers in Primary Schools, it was therefore considered necessary to re-organize the Vernacular courses so as to provide a single course of three years, with a view to providing a more adequate course, cultural and professional, for teachers already engaged in work in Primary schools as well as for those who might aspire to posts in those schools.

The proposed revision of the Vernacular courses was sanctioned by Government in their order, dated 7th June 1933 and was given effect to from the same year. The subjects for study are divided into two groups, (a) General subjects, and (b) Professional subjects, instruction in the training course being as before in the Vernacular—Kannada or Urdu. The group of General subjects consists of (1) Vernacular—Kannada or Urdu, (2) Mathematics, (3) Elementary Science and Biology, (4) History, Geography, and Civics, and (5) one of the following subjects:— Nature Study and Agriculture, a Handicraft, Rural Economics and Sociology, Domestic Science, Music, or Physical Training. The group of Professional subjects includes (1) Principles of Education, (2) Methods of Teaching, (3) School Management, Black-board work and Practice of Teaching. The Revised Course of Training

is expected to produce a better class of elementary school teachers, inasmuch it aims not only at a width of knowledge, but also at a large amount of practice at general methods of teaching all elementary subjects by direct instruction and concrete facts, which are required by the child in the formative stage.

5. TRAINING FACILITIES.

(a) TRAINING FACILITIES FOR URDU TEACHERS.

Adequate facilities for the training of Mahomedan teachers were created in all the different grades of training. Of the six Departmental Officers, who were annually selected for B. T. training in the Maharaja's College, Mysore, one was generally a Mahomedan Officer. Urdu teachers were trained in the Government Training College, Mysore, for Under-graduates' Training, Upper Secondary Training and Lower Secondary Training examinations, the strength in the respective training classes, as on 31st March 1932 being 3, 6, and 41. Urdu Mistresses were trained in the Zenana Normal School, Mysore, for the Lower Secondary Training Examination, the strength of the class on 31st March 1932 being 31. But, as there were still a large number of untrained teachers in Urdu Schools, the number of deputations of Mahomedan teachers for training during the year 1933-34 was increased by 25 per cent. In addition to these training classes, there were general classes attached to the Training College for men, preparing candidates for the Moulvis' and Vernacular Upper Secondary Courses, the number of students taking these courses during the year 1931-32 being 8 and 36 respectively.

(b) TRAINING FACILITIES FOR AIDED SCHOOL TEACHERS.

In the case of graduates working in Aided Schools, two graduate teachers, were generally deputed to undergo training in the B. T. Class of the Maharaja's College, Mysore, the Education Department giving a stipendiary grant of Rs. 15 a month to supplement the contribution of the management. Under the revision made in the year 1928-29, Government now pay two-thirds of the amount of stipends actually paid, subject to a maximum of Rs. 33½ per mensem per graduate teacher selected from an aided school. As there was a large number of untrained teachers in Aided Middle Schools, the Government were pleased to sanction, in the year 1929-30, the grant of six stipends of Rs. 20 each per mensem for a period of 10 months in the year. For the training of the Village Aided School teachers in the Lower Secondary Grade, there was provision for 74 teachers, on a monthly stipend of Rs. 11 per teacher.

(c) TRAINING FACILITIES FOR PRIVATE CANDIDATES.

A liberal scale of stipends, of Rs. 10 in the Senior Class and of Rs. 9 in the Junior, was also instituted to stimulate private candidates to take full advantage of the facilities provided for the training of the Lower Secondary Grade. In the year 1927-28, provision for the training of private men candidates in the Lower Secondary Training Classes was raised from 76 to 152, in order to meet the growing demand of the Department for trained teachers. In the case of women teachers, there was provision for six candidates in the Upper Secondary Training Class, and for 28 candidates in the Lower Secondary Training Classes, on a uniform stipend of Rs. 12 per mensem.

In connection with the general policy of retrenchment, however, the number and rate of stipends available for private students was, during the year 1931-32, reduced by 10 per cent and 25 per cent respectively, the savings effected thereby being Rs. 9,580 per annum. Seats for men candidates was thus reduced to 136, half the number being in the Senior class, on a stipend of Rs. 7½ each a month, and the other half in the Junior class, on a stipend of Rs. 7 each a month. In respect of women candidates, the number of seats was reduced from 6 and 28 to 5 and 25 respectively and the stipend, from Rs. 12 to Rs. 9 a month. Under the revised Vernacular Training Course, the available number of seats have been distributed among the three classes of the new course, while the rate of stipends for men private candidates was fixed at the uniform rate of Rs. 7 a month.

6. GENERAL AND PROFESSIONAL QUALIFICATIONS OF TEACHERS.

The following table (1) shows the general educational qualifications of teachers in Departmental Secondary, Primary and Training institutions, excluding all special teachers, such as, Pandits, Moulvis, Drawing masters, Drill Instructors, Sewing mistresses, Music teachers, and Technical teachers in Special Schools; and table (2) shows their distribution among different grades of schools in the year 1931-32:—

A. General Qualifications.—TABLE I.

Year	Graduates					Under Graduates			Upper Secondary	M.S. or L.S.	Un-passed	Grand Total
	M.A. or M.Sc. or B.A. Hons.	B.A.	B.Sc.	B.Com.	Total	Inter or U.E.	Matric or S.S.L.C.	Total				
1921-22	32	127	13	3	184	26	314	340	537	6,348	...	6,409
1926-27	73	182	57	9	331	85	528	613	475	6,495	152	8,066
1931-32	81	225	50	11	367	106	657	663	671	7,798	160	9,359

TABLE II.—Distribution among different grades of schools as in the year 1931-32.

Grade	M.A. or M.Sc. or B.A. Hons.	B.A.	B.Sc.	B.Com.	Inter or U.E.	Matric or S.S.L.C.	U.S.	M.S. or L.S.	Unpassed	Total
High Schools (Boys and Girls).	50	99	33	11	...	...	...	...	...	193
Middle Schools (Boys and Girls).	16	103	14	...	104	638	292	201	1	1,364
Primary Schools (Boys and Girls).	...	2	...	...	2	213	356	7,585	159	8,319
Training College (Men and Women).	9	11	1	...	...	...	...	...	...	21
Normal Schools (Men and Women).	6	10	3	...	...	11	21	12	...	63
Total	81	225	50	11	106	657	671	7,798	160	9,359

From table (1), it will be seen that, during the decade, the number of teachers with University qualifications increased by 183, that of under-graduates by 623 and that of Upper Secondary men by 134. There has thus been an all round improvement in the standard of qualifications. From table (2), it will, however, be noticed that out of 8,319 teachers working in Primary Schools, as many as 7,585, or nearly 91 per cent, had passed only the Middle School or Lower Secondary Examination (mostly the latter) and 159 more were unpassed. The extremely low educational qualification of the large majority of teachers in Primary Schools has been the main cause of much of the ineffectiveness of these schools and of the large wastage existing in them. In the interest of efficiency of Primary Education which forms the basis of all further education, and with a view to meeting the growing demand for teachers not only of better qualifications but also of greater general culture, it would be desirable to restrict, in future, employments in Primary schools to those who have passed the S.S.L.C. Examination and to those who have successfully undergone the revised Vernacular Training Course.

B. Professional Qualifications.

Year	Number of Trained Teachers				Number who have merely undergone the course	Number Untrained	Total number of teacher	Percent
	I.T., B.T. or Training Examination	H.N.T. or U.G.T.	U.S.T.C.	L.S.T.C.				
1921-22	53	77	2,159	...	4,230	...	6,409	53.7
1926-27	62	153	193	2,119	1,902	3,467	8,066	32.1
1931-32	148	290	235	8,028	2,829	3,854	9,359	37.7

It will be noticed that the number of teachers trained in the several training courses has increased steadily from period to period with the result that the percentage of trained teachers in the Department has increased from 33·7 in 1921-22 to 37·6 in 1931-32. At the end of the first period, there was a fall in the percentage from 33·7 to 32·4 in spite of the increase in the output of trained teachers. This was due to the fact that, during this period, there was a large increase in the number of schools started under cess sanctions to staff which a large number of untrained teachers had to be employed.

In the year 1931-32, the number of teachers untrained was 3,854 or 38·8 per cent of the total number of teachers, and consisted of 219 teachers with University qualifications, 673 Undergraduate teachers, 386 teachers who had passed the Upper Secondary Examination, 2,416 teachers who had passed the Middle School or the Lower Secondary Examination and 160 unpassed teachers. The full extent of existing yearly provision for training teachers in the Department being now (1) 5 graduate teachers to undergo training in the University, obtaining such leave for eleven months as they are entitled to, (2) 40 teachers for the Undergraduates' Training and (3) 240 teachers for the Revised Vernacular Training Course, and relating these figures to the figures of untrained teachers it will be seen that it would take nearly 44 years to train the graduates, 17 years to train the Undergraduates and 12 years to train the Vernacular teachers, including the Upper Secondary men, who will have to be fitted into the Revised Course. This calculation does not, however, provide for the ten-year programme of expansion of Primary schools contemplated in the Elementary Education Regulation, nor does it take into account the training of more than 225 new recruits to be appointed annually to fill the vacancies created by the normal wastage of trained teachers by such causes as retirement, death, etc., the percentage of normal wastage being taken at 6 and 10 per cent for men and women teachers respectively.

It may be safely stated, therefore, that greater provision will have to be made, as soon as financial conditions improve, for Departmental graduate teachers to undergo training in the University, and that the number of Vernacular Training Schools will have to be increased to cope with the present and prospective needs of Primary schools. An increase in the number of Normal Schools, both for men and women, is necessary although it has been found that in some districts there were not enough of men to be selected for training, which fact is more due to the conditions of selection, such as, permanency of tenure, duration of service, age, etc., than to any paucity of untrained teachers. A few of the new Normal Schools may be located in a rural environment, and men and women selected to undergo training in them, with special reference to the localities from which they come and to the probability of their return after training to their own local areas.

As regards teachers who could not successfully complete the training course, it will be seen that their number increased from 1,982 in 1926-27 to 2,359 in 1931-32, although their percentage to the total number of teachers increased by one per cent during the same period. As there was reason to believe that their failure to pass the requisite examinations was, in a great measure, due to the negligence of teachers deputed on their full pay to undergo training, disciplinary action was ordered to be taken, during the years 1925-26 and 1931-32, in the case of such teachers to make them take the Public Examinations in subsequent years and thus complete the Course. The fact that, in spite of the penalty imposed, there has been no reduction in their number, points to some cause other than mere negligence, which is their low educational qualification, making them unable to profit by the theoretical instruction in a training class. If waste of so much of our and public funds, which they represent, is to be avoided, admission to training courses has to be restricted to men who have passed the Upper Secondary or the S. S. L. C. Examination, as has been done in the United Provinces. Hence it follows that the minimum qualification for entry into service will have to be raised so that, in future, no teacher will be recruited to Primary schools or trained in the Vernacular Training Course, who has a lower general educational qualification than the Upper Secondary or the S. S. L. C. Examination.

Another way to avoid this huge wastage of public funds would be to substitute pre-service training in place of the present system of deputing teachers for training,

after they have put in some years of service. Though, in the natural course, it would appear that teachers with two or three years of service form the best material for training, it generally happens that many teachers cannot be selected for want of seats, before they form habits that have to be broken or are grown too old to respond satisfactorily to training. In this respect, the inexperienced student possesses an advantage in that he is between 18 and 25 years of age, which is most suitable for training, and has not fallen into any set groove, from which he is reluctant to move. If appointment in Primary Schools is to be restricted, in future, to those who successfully undergo the Vernacular Training Course, thereby making professional training a prior condition of recruitment, as has been done in several Provinces of British India, there would be no dearth for S. S. L. C. men to undergo training as private candidates, even without stipends, in case appointments are guaranteed after a successful termination of the training course.

The two main factors which determine the flow of better qualified and intelligent men to training institutions are the prospects of the teaching profession and the amount of stipend given to students in training. Writing on the subject of the means to extend Primary Education in the United Provinces, Lord Meston said :—

“The inadequacy of the present pay and poverty of qualification in the present teachers in Primary Schools are admitted on all hands. A higher standard of intelligence and training and consequently a decent living wage, are indispensable conditions of a living scheme of Primary Education, complete in itself and endowing the pupils with something of permanent value to him in after life. From whatever aspect the future of Primary Schools is regarded, it is certain that their staff will have to be better qualified and better paid.” It may be added that what is said here of the United Provinces applies with equal force to Mysore.

REFRESHER AND OTHER SPECIAL TRAINING COURSES.

Vacation Training Classes, which are a common feature in all Western countries and where short term instruction is given by experts were also organized in the State during the annual vacations. In the year 1926-27, Government sanctioned two such classes to be arranged in the District Normal schools at Tumkur and Shimoga, and in the summer vacation of 1928, two classes were held at Bangalore and Mysore, which were attended by 35 and 40 teachers respectively. During the summer vacation of 1930, a short refresher course for Urdu Mistresses was arranged in Bangalore.

Vacation training for untrained teachers does not seem to be of as much value under the existing conditions as refresher courses for trained teachers. Teachers with fairly good general education may benefit by short courses of training. But it is felt that many of the Primary school teachers are so deficient in the knowledge of the subjects they have to teach, that they cannot be expected to benefit much by a few weeks of vacation instruction in normal methods. To meet this deficiency in general education, the extension of the Lower Secondary Training Course from two to three years was advocated and has since been adopted.

In addition to these vacation and Refresher Courses, teachers were deputed to undergo special courses of training as necessity arose. In the year 1922-23, a Special vacation class was held in the Collegiate High School, Bangalore, where 40 teachers from Anglo-Vernacular schools were trained in the teaching of Elementary Science, which was introduced into the compulsory group of subjects taught in Middle schools. Consequent upon the introduction of Nature Study into the syllabus of the Lower Secondary Training Course and the need for the training of Science teachers of District Normal schools in the teaching of Nature Study, a Special Course of one month was arranged for, in the year 1926-27. In 1928-29, six teachers of the Department were deputed to undergo a Special Course of training in Kindergarten methods in the Teachers' College, Saidapet, and two graduates, to the Bentinck High school for Girls, Madras, for the study of the Dalton Plan. In 1929-30, some teachers of high schools were deputed to undergo a short course of training in the Summer school of Geography held at Madras.

TRAINING INSTITUTIONS.

(a) NUMBER AND STRENGTH.

The following statement gives the number of Training Institutions the number of candidates under training, and their distribution among the different grades during the years 1921-22, 1926-27, and 1931-32.—

Year	Number of Training Institutions			Number under Training			Distribution of candidates among							
	Men	Women	Total	Men	Women	Total	G. T. or B. T.	U. G. T.		U. S. T.		L. S. T.		
								Men	Women	Men	Women	Men	Women	
1921-22	7	3	10	618	70	688	6	31	...	36	3	445	67	
1926-27	8	3	11	659	88	747	49	32	...	36	3	560	85	
1931-32	8	3	11	683	89	772	26	37	5	33	4	587	80	

Of the 10 institutions in 1921-22, 9 were Government Institutions and one Aided, and of the 11 in 1926-27, 10 were Government and one Aided, the increase of one Government Institution being due to the starting of a course for the Bachelor of Teaching Degree in the Maharaja's College, Mysore. In the year 1931-32, of the 11 institutions, 9 were Government, one Aided, and one Unaided. The decrease of one Government institution was due to the abolition of the District Normal school, Kolar, with effect from June 1931, the students of the school being distributed among the other training institutions. The one Aided Institution was the Wesleyan Mission Normal school for Women, Bangalore, which had a strength of 19 pupils in 1931-32 and the Unaided institution was the Wesleyan Mission Normal school, Tumkur, with a strength of 11 pupils in the same year.

(b) THE TRAINING COLLEGE, MYSORE.

The College which is a training institute for men, not only provides training of the Under-graduate Training, Upper Secondary Training, and Lower Secondary Training grades, but also serves as an Oriental College, training candidates for the Pandits' and Moulvis' Examinations. It had also general classes of the Upper Secondary Grade, which will cease to exist from the year 1934-35. The total strength of the College as on 31st March 1932 was 325 including private candidates, who were admitted on the results of a competitive test. Out of 325 pupils, 136 were in the general section and 189, in the training section.

Some of the special features of the College work were (1) regular kindergarten work in the two Practising schools and improvement of school gardens, (2) teaching of Card-board work in all the sections and regular courses in Clay-modelling, Free-hand Drawing and Model Drawing for the teachers and private students under training, (3) instruction in Drill to all classes except the Pandits, Moulvis, and pupils in the Upper Secondary Classes, (4) teaching the reading of the Bharata and other classical works in Kannada Literature to a special class of selected teachers, and (5) the starting of several Sectional Associations in addition to the General Association, which met regularly to discuss subjects of general and educational importance and to hold inter-collegiate debates.

Attached to the College were four Practising schools, a Kannada Middle school, a Kannada Primary school, a Urdu Middle school and a Urdu Primary school. The strength of the Kannada Middle school in the year 1931-32 was 119. 24 candidates appeared for the Middle school Examination, of whom 16 were successful. From the Urdu Middle school, which had a strength of 147 pupils, 23 appeared, of whom 14 passed. The Practising Primary schools, Kannada and Urdu, had a strength of 133 and 147 respectively.

(c) THE DISTRICT NORMAL SCHOOLS.

At the beginning of the period of review, there were in all seven Government District Normal schools for men, including the Lower Secondary Training Section of the Training College, Mysore, with a total strength of 478. During the year 1931-32, there were six Government District Normal schools, the one at Kolar

being abolished in the year 1931-32, and the Unaided Wesleyan Mission Normal school, Tumkur, with a total strength of 587 pupils.

All the District Normal schools maintained school gardens and imparted instruction in practical subjects such as Drawing, Paper sloyd, Brush-work and Clay-modelling. They also had a Library, Reading Room, and Teachers' Association attached to them. Articles of furniture, teaching appliances and Science equipment required by the extension of the Lower Secondary Training Course from one to two years were supplied in the year 1926-27 to all the District Normal schools.

For the practical work of the teachers under training, each District Normal School had a Primary School attached to it. These practising primary schools were re-organized during the year 1927-28 and the scales of pay were improved to provide these schools with a set of picked teachers, who were all trained men of the U. G. T., or U. S. T., Grades. Kindergarten classes were also opened and Government in their order dated 5th September 1928, sanctioned the levy of fees for admission of children into these classes. All the practising schools were generally being run on modern lines, and efforts have been made to impart the right type of physical, moral, and intellectual education, coupled with useful manual training, to the children admitted into them. It is, however, felt that better results would follow, if, during the course of training the teachers were made to spend a few weeks, under supervision, in practical work in village schools, in addition to such work in the practising schools attached to Training Institutions. Such an arrangement would enable the teachers to note the difficulties they meet in the course of their work in village schools and discuss them in the Training school with a view to receiving necessary instruction and advice.

It is reported that the Head Master of the District Normal school, Chitaldrug, has opened an Adult Night school since 1927-28, as a social work and that the school is managed by the teachers under training in turns. It is very desirable that such adult educational classes should be attached to all Vernacular Training schools, so that the teachers under training may have practical experience of adult educational work, and be able, subsequently, to assist in the solution of the problem of adult education in village areas.

(d) TRAINING INSTITUTIONS FOR WOMEN.

Throughout the period of review, there were three institutions for the training of Mistresses and of private women candidates. These were (1) The Maharani's Women Training College, Mysore, which provided training in the Secondary, Upper Secondary, and Lower Secondary grades, (2) the Government Zenana Normal school, the only institution for the training of Urdu Mistresses in the Lower Secondary Grade, and (3) the Aided Wesleyan Mission Normal school for Women, Bangalore, providing training of the Lower Secondary Grade. The strength of these institutions, during the year 1931-32, was 72, 31, and 19 respectively.

The Training College for Women had two practising schools attached to it namely, Krishnaraja Balika Middle School and Krishnaraja Balika Primary School the latter being permitted to prepare candidates for the Kannada Lower Secondary Examination also. The strength of the Middle school on 31st March 1932 was 63 as against 49 during the previous year. Nine candidates appeared for the Middle school Examination of 1932, of whom only two passed. The strength of the Primary school on the same date was 173 as against 159 during the previous year. Ten girls appeared for the Lower secondary Examination of 1932, but none of them passed. The strength of the Urdu Practising Primary school, attached to the Zenana Normal school was 79 on 31st March 1932, of whom one girl was an Indian Christian, one a Brahmin, and the remaining 77 were Muslims.

(e) HOSTELS.

Every training institution had a hostel attached to it and some of them had more than one section according to communal needs. In the year 1931-32, there were five hostels attached to the five District Normal Schools at Bangalore, Shimoga, Chitaldrug, Hassan, and Tumkur, and four hostels were attached to the Training College for men, namely, two Hindu hostels, the Mahomedan hostel, and the Adikarnataka hostel, the total number of boarders in all the hostels being 278.

of whom 45 were Mahomedans. The Zenana Normal School and the Aided Wesleyan Mission Normal School had each a hostel, while the mistresses under training in the Women's Training College, Mysore, were accommodated in the Maharani's High School Hostel. During the year 1926-27, the Adikarnataka students of District Normal Schools, having no separate hostel accommodation for them, were each given an allowance of Rs. five a month and owing to the difficulties of boarding and lodging experienced by some of the teachers under training, such teachers were permitted to enrol themselves as paying boarders of Adikarnataka Boarding Homes, in localities where such homes had been organized.

9. EXAMINATION RESULTS.

The following table gives the results of the different Training Examinations held during the years 1921-22, 1926-27 and 1931-32:—

Examinations	1921-22		1926-27		1931-32	
	Number Examined	Number Passed in full	Number Examined	Number Passed in full	Number Examined	Number passed in full
1. Secondary Grade ... Men	21	12	57	18	40	20
2. Do ... Women	...	...	4	2	5	3
3. Upper Secondary Grade ... Men	31	19	64	33	31	19
Kannada.						
4. Do do ... Women	4	3	3	1	4	2
5. Do Urdu ... Men	6	4	11	3	6	3
6. Lower Secondary Grade, ... Men	450	237	553	143	267	79
Kannada.						
7. Do do ... Women	39	22	38	13	19	1
8. Do Urdu ... Men	33	21	25	10	29	9
9. Do do ... Women	22	17	17	4	18	3

10. EXPENDITURE ON TRAINING INSTITUTIONS.

The expenditure on Training Institutions during the years 1921-22, 1926-27, and 1931-32 was as follows:—

Year	Training Schools for Masters	Training Schools for Mistresses	Allowance to Substitutes for men and women teachers	Stipends	Grants to Hostels attached to Training Schools	Grand Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 ...	63,514	4,980	52,773	10,500	11,510	1,43,277
1926-27 ...	74,401	11,173	1,00,013	18,311	10,483	2,14,381
1931-32 ...	67,957	27,235	90,990	9,916	10,027	2,06,125

The large difference in the expenditure on training schools for mistresses, as between the years 1926-27 and 1931-32 is due to the separation of the various sections of the Maharani's High School, Mysore, in the year 1927-28 and constituting the Training Section into an independent institution under the name of the Maharani's Women's Training College. The increase in the allowance to substitutes and stipends as between the years 1921-22 and 1926-27 was owing to the revision of the rates of allowance to substitutes ordered in 1922-23, by which the allowance paid to each substitute was raised by Rs. 5, as well as to the increase in the number of departmental and private candidates, selected for training, the total number selected in the year 1926-27 being 747 as against 588 in the year 1921-22. The fall under the same heads as between the years 1926-27 and 1931-32 was due to the reduction of rates of allowances and stipends effected in pursuance of Government orders, dated 9th October 1927.

CHAPTER XI.

TECHNICAL EDUCATION.

1. GENERAL REMARKS.

It is a very common criticism that present day Secondary Education is too bookish in character and suitable only for those who wish to enter the University Courses. In the course of instruction given in the lower grades, not much attention is paid to manual training, while that given in the higher grades has been of a very literary character, so that no relationship subsists between education and the practical needs of life. Thus the type of education obtaining in the country has created not only a bias in favour of the learned professions and government services, but also a contempt among students for manual labour, a tendency fraught with serious consequences to the economic development of the country, in these days of rapid material progress, when the country requires men of practical ability. With a view to counteracting this tendency and divert students in Secondary Schools from the beaten track leading to the University Courses for which many are unfit, a large variety of 'pre-vocational' subjects were introduced into the Secondary Course, during the period under review, to meet the requirements of the majority of pupils, differing in aptitudes, attainments, and circumstances, and to provide them the necessary preliminary training for entering a professional institution. The results achieved, however, have not fulfilled the original aims and that for several reasons, namely—(1) absence of alternative realistic courses to pre-dispose students in favour of vocational occupations, (2) want of continuity of vocational subjects in the different grades of education, (3) want of co-ordination between the general schools and technical schools existing already in the State and the inadequacy in the number of the latter, (4) the desire among parents to give their children the best possible opportunities, which coincides with the desire of students to undergo training in Colleges with all the attendant advantages and the ambition to obtain the hall-mark of the University, and (5) the absence of adequate opportunities in economic life, which forces young students to take to higher general education, so that, to a large extent, the only obvious thing for them to do is to strive for entering into the University Courses, even if it means swelling the ranks of the unemployed.

One of the most anxious problems of the hour is the question of unemployment, specially acute among the educated middle classes. The liberal professions, for which they are fit by training, are overcrowded and the vacancies in the administrative services can absorb but a small percentage of the many graduates, and undergraduates coming out of the Colleges and Schools every year, and the majority find themselves adrift with no easy and ready-made avenues of work and employment, unfit as they are by their educational training and mental outlook to enter into any industrial or other productive professions or find out other independent means of livelihood. The only possible remedy appears to lie in giving a practical turn to the education imparted in Schools and Colleges, so that the successful students may take to technical, industrial, and commercial pursuits and thereby not only profit themselves but also contribute to the material and moral prosperity of the country.

The Institution of technical schools and colleges, side by side with general schools, is no doubt the desideratum of the day to reduce the ranks of the unemployed by creating new facilities for fitting young men to pursue useful careers, which will have to proceed *pari passu* with new avenues of employment. But it has to be admitted that, as higher literary education can be overdone by producing a large number of educated men who cannot find employment suited to their qualifications, the unregulated starting of technical institutions freely may similarly prove a curse by turning out a number of men who cannot obtain employment, whether owing to the inefficiency of instruction imparted, or because suitable and remunerative employment does not exist. It is necessary, therefore, to make a careful economic survey, as the first preliminary of any educational re-organization, so that the kinds of vocational training and the number and location of institutions of each kind may be decided so as to satisfy actual needs and an attempt made to supply industry and trade, with the kind and number of recruits required for their

different branches and stages. Further, questions, such as, (1) minimum of general education necessary as the basis for technical education, (2) co-ordination between vocational institutions and the general educational system of the country on the one hand, and its economic needs and conditions on the other, and (3) provision of alternative courses in the same school or in separate schools, will have to be considered, and vocational guidance provided to the pupils so as to prevent haphazard methods of choosing a vocation, which may lead to social waste and individual unhappiness. Above all, an effective diversion into realistic courses of students who pass through the High Schools but are not suited for the present University Courses will be possible only if post-secondary vocational courses are provided by, or under the auspices of the University, on the successful completion of which diplomas should be granted. It is hoped that the starting of a Technological Institution as an All-State Memorial of the happy occasion of the Silver Jubilee of His Highness the Maharaja will give the realistic courses the necessary distinction and equality of status with the purely academic courses, and prove a fruitful factor in the solution of the problem of unemployment.

2. TECHNICAL EDUCATION AND ORDERS ON THE EDUCATION MEMORANDUM.

In connection with the Education Memorandum, Government observed that, on the one hand, the education imparted in the Primary and Secondary Schools of the State was too bookish in character and that no adequate provision existed for the training of the hand and the eye, with the result that a large number of pupils, who were not successful in their literary studies or could not afford higher studies, had very few openings in life in industrial occupations; and that, on the other hand, many of the existing industrial schools did not provide for a sufficiently high standard of vocational training to produce a more intelligent type of artisans, able to pursue industrial occupations. To remedy these defects, Government laid down in the Orders on the Education Memorandum that 'the entire scheme of technical education should be organized in three distinct branches, *viz.*, (1) the combination of practical instruction with literary education in Primary and Secondary Schools, (2) the establishment of Elementary Industrial Schools at Taluk headquarters and of higher Industrial Schools at District headquarters, the courses being continuous, and (3) the opening of Trade Schools in selected centres for imparting specialised training to artisan communities engaged in such industries as hand-loom weaving, sandalwood carving, lacquerware, metal-work, etc.' The District Industrial schools were ordered to be so organized as to enable the pupils to take full advantage of the facilities for practical work and training in the Government Industrial Workshops and also to provide for the correlation of art instruction to industrial training, as well as to provide for the correlation between the practical instruction in Middle Schools and the course of training in Industrial Schools, so that pupils who dropped off at the end of the Middle School stage, might have special facilities for continuing their industrial training. Government further directed that the Chamarajendra Technical Institute, Mysore, should be further developed as a Central Institution for training in Arts and Crafts in the State, and that, besides containing a large number of sections for training in several industries, it should provide for advanced courses in the subjects taught in District Industrial Schools.

The above orders aimed at unifying industrial education in the State by providing for continuous progress in industrial education from the most elementary form in the practical instruction classes, through the Taluk and District Industrial Schools, to the advanced classes at the Chamarajendra Technical Institute, Mysore. It was not found possible, however, on account of financial considerations, to give complete effect to the scheme of introducing practical instruction in industries and agriculture into all Middle Schools, nor to the scheme of establishing Industrial Schools in all Taluk and District headquarters.

3. PROGRESS DURING THE PERIOD OF REVIEW.

The provision made by the State for technical education may be dealt with under the following heads:—

- (1) Industrial Schools.
- (2) The School of Engineering.
- (3) Commercial Schools.
- (4) Agricultural Schools.
- (5) The Medical School.

(1) INDUSTRIAL SCHOOLS.

(a) *Administrative Control*.—The administration of these schools was originally vested in the Inspector-General of Education, but it was subsequently thought that the Director of Industries and Commerce would be better able to co-ordinate the working of these institutions with reference to the actual requirements of industries in the State, and it was therefore ordered, in connection with the Education Memorandum, that these institutions should be transferred to his control with effect from 1st July 1922. The existing Industrial Schools still continue under the control of the Director of Industries and Commerce. In this connection, the Hartog Committee has remarked that 'the uncertainty of aim and thought had been accentuated by the fact that in most provinces the Industrial Schools were controlled by a separate Department of Industries and that, therefore, there was a tendency to regard them almost as rivals to ordinary schools.' With a view to securing a proper co-ordination of general and vocational schools, educated public opinion considers it desirable that the control of all types of schools—general and vocational—should be vested with the Director of Public Instruction, who will be assisted in respect of vocational schools by Committees of technical experts and representatives of employers. It is probable, however, that the proposed Board of Vocational Education will help to bring about a large measure of the needed co-ordination between these schools and the general schools controlled by the Department of Public Instruction.

(b) *Administrative Measures*.—During the period of review, several administrative measures were passed which were calculated to systematize the work in Industrial Schools. Government in their order No. I. C. 1609—I & C. 320-23-4, dated 7th September 1926 approved the prospectus and syllabuses of studies in Industrial Schools, which laid down rules for admission of pupils and their attendance, provided detailed syllabuses for the several subjects together with the allotment of hours, and introduced a scheme of examination and the grant of certificates. Provision was made for opening a workshop section attached to each subject or industry taught, where students after a two years' course of study underwent an apprentice course for another two years, during which they worked as wage-earners and earned wages according to their capacity and their ability to manufacture better types of articles. As it was found later that the syllabuses were too comprehensive to be covered satisfactorily in two years, Government in their Order, dated 21st September 1929 modified the syllabuses, which increased the course of study from two to three years to be followed by an apprentice course of two years and provided also for 9 hours of work per week for general education and 6½ hours per week for Drawing, to make the training more efficient in respect of the large majority of students belonging to the working classes, and seeking admission into the Industrial Schools. As the training in the Industrial Schools was intended to lead to an advanced training in the subject in one or other of the central institutions, facilities were offered in the shape of scholarships at the increased rates of Rs. 10 and Rs. 15 to be awarded to meritorious students intending to undergo advanced training. Adequate funds were provided to the schools for the purchase of necessary raw materials, tools and equipment, and a simplified set of instructions was issued for the maintenance of accounts. With a view to enlisting public support and sympathy, an Advisory Committee for each school was constituted in the year 1927 to regulate the grant of scholarships, to offer suggestions for the improvement of the school, and to secure large orders for the supply of finished goods.

(c) *Industrial Schools*.—Besides the Chamarajendra Technical Institute, Mysore, and the Weaving Institute, Bangalore, there were, during the year 1931-32, eight Industrial Schools under the control of the Department of Industries and Commerce, four District and four Taluk Industrial Schools. In addition, there were seven private Industrial Schools and ten Home Industries Classes receiving grants-in-aid from the Department.

(i) *Chamarajendra Technical Institute, Mysore*.—The main object of the Institute is to impart a thoroughly practical training in Arts, Crafts and Industries to students who are likely, after the completion of the course, to pursue the subjects taught and to make them their means of livelihood. To achieve this object, the Institute has Training as well as Workshop Sections. In the latter, regular workmen, most of whom are ex-students of the Institute are employed. During the period under review, the strength of the Training Section has varied from 200

to 30) and that of the Workshop from 50 to 100. The average cost per student, excluding the cost on establishment, was Rs. 3-7-3 per month.

The following table gives the strength of the Institute and the classification of pupils during the years 1922-23, 1926-27 and 1931-32:—

Year	Strength	Classification of Students according to Caste					
		Brahmins	Non-Brahmins	Maho-medans	Christians	Depressed Class	Others
1922-32 ...	215	33	127	47	4	...	4
1926-27 ...	294	44	110	57	15	2	66
1931-32 ...	241	49	143	27	19	2	1

The subjects taught in the Institute are (1) Cabinet Making, (2) Smithy, (3) Fitter's Work, (4) Metal Work, (5) Rattan Work, both basket making and furniture, (6) Inlay work, (7) Wood Carving, (8) Sandal-wood Carving, (9) Modelling, (10) Engraving and Enamelling, (11) Fine-Arts—Drawing, Painting, and Designing, and (12) Machine Shop Practice. During the period of report, the Institute has specialised in the manufacture of high class furniture in Rosewood and fine suits in various periodic styles have been manufactured and supplied. The manufacture of light, comfortable, and very durable cane furniture, which have grown very popular throughout India, was successfully undertaken. Sandal-wood and Ivory carvings and Inlaid work, for which Mysore has all along been famous, were given the fullest attention. Many novel and artistic designs were introduced with the result that the demand for finished products has been ever on the increase.

The Machine Shop devoted its attention, among other things, to the manufacture of the Mysore Domestic Basins for reeling silk and also in making the Gear Rods, Boxes, etc., for the Canal Divisions of the Public Works Department. A record punching machine for the Caliphone was prepared in the workshop for the Palace and attempts are being made to prepare some of the hospital appliances, which are now mostly imported.

The Arts and Crafts Depot, South Parade, Bangalore, which was till recently worked on commercial lines, was amalgamated with the Chamarajendra Technical Institute, with a view to giving greater attention to the provision of marketing facilities both in and outside the State, as well as to the introduction and popularisation of new designs among the artisans. Arrangements have been made for the sale of the artware in important towns in India, such as, Madras and Bombay and also in London through the Trade Commissioner.

The Institute provides vocational instruction also for students of Government High schools at Mysore, who may select Machine-shop Practice and Fitter's Work as additional subject. During the year 1931-32, 25 students from the V Form and 21 Students from the VI Form attended these classes.

(ii) *Government Weaving Institute, Bangalore.*—The Government Weaving Factory, started in the year 1912, was till recently providing facilities to the weavers to receive training in the use of improved appliances and also the adoption of improved methods and new designs. But there were no definite arrangements for giving practical training in a systematic manner, as the Factory was required to work on commercial lines. In 1928, a training section was tentatively organized and placed in charge of a Weaving Demonstrator with suitable qualifications. The working of the Factory was reviewed by Government in 1930 and a programme of work for the future was laid down. As a result, the Factory ceased to work on commercial lines. A Training Section was required to be organized for imparting systematic instruction in theory and practice of weaving to young men of all classes with suitable general education.

As stated above, the Training Section was started on 1st January 1928 with one of the Weaving Demonstrators placed in charge of it. During November 1929, an additional Maistry was sanctioned for this Section. The staff was further strengthened during July 1932 so that the present staff consists of one Dyeing Demonstrator, one Weaving Instructor, one Maistry, one Mechanic besides the necessary clerical and menial establishment. The purpose of the Institute is to train persons belonging to all classes in weaving and dyeing, so that the trained persons may readily meet the requirements of the mills and factories in respect of

workmen and supervision, or start business of their own in suitable places. There are two courses instituted, *viz.*, Certificate and Artisan courses. The former course is one of two years and is open to students who have studied at least up to the V Form standard. The latter course is of one year only and is open to students who have passed at least the Mysore Lower Secondary Examination. The subjects taught include all branches of weaving and dyeing, both theoretical and practical.

Applications for admission from intending candidates are called every year, a notification to this effect being published in the *Mysore Gazette*. Women candidates are also admitted for training. Admissions are made from 1st June, as soon as the Institute reopens after vacation. Scholarships ranging from Rs. 10 to Rs. 15 are granted to deserving candidates by the several District Boards and also a few scholarships are granted by the Industries and Commerce Department. The Adikarnataka students are given scholarships by the Department of Public Instruction. Final examinations are held in April, and students securing 50 per cent of marks are declared to have passed in the examination. Arrangements are made with the local mills for the successful candidates for receiving further practical training under factory conditions.

The Institute also helps the candidates who wish to appear for the City and Guilds Examination, London, held at Madras.

(ii) *District Industrial Schools*.—In addition to the above two Institutes, there were four Industrial Schools at the District Headquarters of Hassan, Kadur, Shimoga and Chitaldrug, where instruction was given in Carpentry, Smithy and Rattan work. In the year 1924-25, proper curricula of studies were prescribed and arrangements made with the Stores Purchase Committee to give the Industrial Schools a certain proportion of the orders of furniture required by Government Departments, so that pupils might be engaged in the manufacture of articles in the workshops attached to all of them. During the year 1931-32, 161 pupils were undergoing training, the value of produced articles and of the sales effected, and the total amount realised being Rs. 9,696, Rs. 8,750, and Rs. 9,710, respectively.

(iv) *Taluk Industrial Schools*.—There were also four other Trade Schools, where specialised instruction suited to the locality was imparted. The school at Chennapatna specialised in Lacquer and Wood working, the schools at Doddaballapur and Gudibanda in Weaving, and the school at Sagar in Sandal-wood Carving. The strength of these schools, in the year 1931-32, was 269, the value of the produced articles and of the sales effected, and the total amount realised being Rs. 14,536, Rs. 13,503, and Rs. 14,223 respectively.

(v) *Private Industrial Schools*.—There were seven private Industrial Schools receiving grants-in-aid from the Department and located in places where there are neither District nor Taluk Industrial Schools. In the case of some of them, the recurring charges of the school are borne equally by the Government and the District Board concerned.

The following table gives the particulars of subjects taught in these schools, the total expenditure incurred and the annual grant received from the Department in the year 1931-32.

Name of Institution	Subjects taught	Daily average attendance	Total Expenditure	Total annual grant from the Department
			Rs.	Rs.
1. Wesleyan Mission Industrial School, Tumkur.	Cabinet-making, Black-smithy, Rattan Work.	60	21,702	1,980
2. Wesleyan Mission Industrial School, Kolar.	Smithy, Carpentry, Motoring, Brass-work, Rattan, etc.	48	4,268	1,320
3. Weaving School, Hole-Narsipur	Hand-spinning, Weaving, Carpentry, and Mat-making.	12	2,056	1,020
4. Do Melkote ...	Carpentry and Weaving.	18	2,304	1,320
5. Do Sindhughatta ...	Weaving ...	8	516	258
6. Do Sosale ...	Do ...	23	570	377
7. S. L. N. Industrial School, Bangalore City.	Carpentry, Lacquer ware, Weaving, and Tailoring.	259	11,180	3,000

(vi) *Home Industries Classes.*—The Department has also been awarding grants to Home Industries Classes organized at Bangalore, Mysore, and Chikmagalur specially for the benefit of women belonging to the lower middle classes. The main object in view is to give practical training to women in useful handicrafts, such as, Knitting, Tailoring, Embroidery, Weaving, and Rattan work, and to enable them to earn a small income by pursuing one or other of these industries during their spare hours. In the 1929-30, the services of an expert instructor in Gold Lace Embroidery were obtained from Surat for training pupils of the classes in Bangalore in this art. The Lady Weaving Demonstrator attached to the Department has been instructed to supervise the Weaving Classes conducted by these institutions. In the year 1931-32, there were in all ten Aided Industries Classes, attended by 285 women, and the total amount of grant disbursed during the year aggregated to Rs. 8,054.

(vii) *Practical Instruction in Departmental Schools.*—In addition to the facilities afforded for industrial education by the Department of Industries and Commerce, Practical Instruction in subjects, such as, (1) Carpentry, (2) Tailoring, (3) Brass work, (4) Lacquer Work, (5) Weaving, (6) Black-smithy, (7) Rattan Work, (8) Leather Work, etc., provided by the Department of Public Instruction was in operation during the year 1931-32 in about 80 institutions under its control. These classes in Practical Instruction were attached to Adikarnataka Boarding Homes, Middle Schools, and certain select Adikarnataka Primary Schools. There were also in the same year two Industrial Schools for girls aided by the Department and they were (1) The Wesleyan Mission Orphanage, Hassan, where 40 pupils were instructed in industrial subjects, and (2) the St. Mary Economic Industrial and Middle School, Bangalore, which had a strength of 346 pupils. These have already been dealt with in previous chapters.

(2) THE SCHOOL OF ENGINEERING.

In the year 1921-22, and even prior to it, instruction in Engineering was given in two schools in the State—Civil Engineering in the Engineering Section of the Chamarajendra Technical Institute, Mysore, and Mechanical Engineering, in the Mechanical Engineering School, Bangalore. As the Engineering School at Mysore was not an integral part of the Chamarajendra Technical Institute, Government laid down in their Orders on the Education Memorandum, that the Civil Engineering School should be transferred to Bangalore and amalgamated with the Mechanical Engineering School. The amalgamation was given effect to from 1st July 1922 and the name of the combined institution changed to 'the School of Engineering.' The school has all along been under the management of an influential Committee, reconstituted for a period of three years each time, the last reconstitution in the period of review having been made during the year 1929-30, in which year the school was shifted to the building in the Fort, formerly occupied by the Reserve Police.

(a) CIVIL ENGINEERING SECTION.

(i) *Classes and Strength.*—The course of study extends over a period of three years, of which the first two years are spent at the school and during the third year, the passed students undergo practical training in various works. The total strength of the First and Second Year classes during the years 1922-23, 1926-27, and 1931-32 were 9, 32, and 59 respectively, and it will be seen that the strength has steadily increased since the amalgamation.

(ii) *Subjects of Study.*—During the stay at school, the students are given instruction in the following subjects:—

Engineering Group.—

1. Building Materials and Construction.
2. Earthwork, Roads and Bridges.
3. Applied Mechanics and Graphic Statistics.
4. Hydraulics and Irrigation.
5. Carpentry.

Drawing Group.—

1. Building Drawing.
2. Bridge and Irrigation Drawing.
3. Geometrical and Machine Drawing.
4. Estimating.

Surveying Group.—

1. Chain, Compass, Plane Table and Theodolite.
2. Levelling.

(iii) *Excursions.*—During each year of the period of review excursions for the benefit of the students of the Second Year Class were arranged and students were taken to outside places, such as, Madras, Trichy, Mettur, Tanjore, Bezwada, Rameswaram, etc., as well as to places of engineering interest within the State, such as, Hulikere, Krishnarajasagara, etc. A portion of the excursion charges and the travelling allowance of the staff was met by the Department, the total cost thereof being Rs. 519, Rs. 265, and Rs. 481 during the years 1922-23, 1926-27, and 1931-32 respectively.

(iv) *Examinations.*—The final examination is conducted by a Board specially constituted for the purpose. The number that appeared and the number that passed during the years 1922-23, 1926-27 and 1931-32 will be seen from the following table:—

Year	Number Appeared.	Number Passed.	Percentage.
1922-23	4	4	100
1926-27	14	10	71
1931-32	28	11	39

The percentage of passes has been satisfactory during all the years of the period of review with the exception of the year 1931-32.

(b) MECHANICAL AND ELECTRICAL ENGINEERING SECTIONS.

(i) *Classes and Strength.*—In the Mechanical and Electrical Engineering Sections, there are two grades of instruction, the Higher and the Lower Grades, and two corresponding sections of each are maintained. Prior to 1926-27, the courses of study extended over a period of 2½ years followed by a year of practical training. From December 1926, the courses were extended from 3½ to 4 years as in similar Technical Institutions in Madras and Bombay.

The following table shows the strength of the Mechanical and Electrical Engineering sections during the years 1922-23, 1926-27, and 1931-32.

Year	First year		Second Year				Third Year				Total
	Higher Grade	Lower Grade	Mech. Eng.		Elec. Eng.		Mech. Eng.		Elec. Eng.		
			H. G.	L. G.	H. G.	L. G.	H. G.	L. G.	H. G.	L. G.	
1922-23	48	27	12	16	20	17	9	11	12	13	185
1926-27	37	29	8	12	24	16	10	12	24	23	195
1931-32	38	40	12	20	24	26	13	17	34	21	245

The steady increase in the total strength of the school is an index to its growing popularity. The number of applications for admission has been increasing year after year, and owing to limited accommodation both in the class rooms and in the workshop, many had to be refused admission. Upto the year 1925-26, tuition fees were being levied only on Non-Mysore students, but with effect from that school year, the Government were pleased to order the levy of fees from Mysore students also, providing at the same time a liberal scale of scholarships and freeships.

(ii) *Subjects of Study.*—The subjects of study are as follows:—

Mechanical Engineering, Higher Grade.—

1. Science.
2. Engineering Mathematics including Applied Mechanics.
3. Materials of Construction and Estimating.
4. Workshop Appliances and Management.
5. Common Heat Engines.
6. Hydraulics and Hydraulic Machinery.
7. Special Heat Engines.
8. Mechanical Laboratory Practice.
9. Machine Drawing.
10. Sketching.
11. Workshop Practice in Carpentry, Fitter, Smithy, Foundry and Machine-shops.

Mechanical Engineering, Lower Grade.—

1. Science.
2. Mensuration.
3. Materials of Construction and Estimating,
4. Workshop Appliances.
5. Heat Engines.
6. Pumps and Pumping Machinery.
7. Machine Drawing.
8. Sketching.
9. Workshop Practice in Carpentry, Fitter, Smity, Foundry and Machine-shops.
10. Mechanical Laboratory.

Electrical Engineering, Higher Grade.—

1. 2, 3, 4, 5, 6 as in Mechanical Engineering, Higher Grade.
7. Dynamo-Electrical Machinery.
8. Electrical Laboratory.
9. Machine Drawing,
10. Sketching.
11. Workshop Practice in Carpentry, Fitter, Smithy, Foundry and Machine-shops.

Electrical Engineering, Lower Grade.—

1. 2, 3, 4, as in the Mechanical Engineering, Lower Grade.
5. Electric Wiring.
6. Electric Laboratory.
7. Machine Drawing.
8. Sketching.
9. Workshop Practice in Carpentry, Fitter, Smithy, Foundry and Machine-shops.

During the first year, the classes are common for the Mechanical and Electrical Engineering students.

(iii) *Excursions.*—During the period of training at the school, excursions are arranged for the benefit of students of Higher and Lower Grades to places of technical interest both in and outside the State, the expenditure incurred thereon during the year 1931-32 being Rs. 1,142-4-0.

(iv) *Examination Results.*—The following statement shows the results of the Mechanical and Electrical sections in the several examinations held in the years 1922-23, 1926-27, and 1931-32 by the Technical Board of Examiners, constituted for the purpose.

Year	Mechanical Engineering Section				Electrical Engineering Section				Total Number Appeared	Total Number passed	P. C. of passes
	Higher Grade		Lower Grade		Higher Grade		Lower Grade				
	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed	Number Appeared	Number Passed			
1922-23	9	8	11	6	14	9	13	8	47	31	66
1926-27	10	7	12	10	25	18	23	20	70	55	78
1931-32	13	12	19	14	42	35	21	19	95	80	84

It will be seen that there has been an appreciable increase not only in the total number of candidates appearing for the examination, but also in the number of passes and in the percentage of passes secured. All the students who have passed out of the school during the ten years of review, and some of the failed students even, are employed. Owing to the present world-wide economic depression, there have been a few cases of unemployment; but it is hoped that, as soon as economic conditions improve, the chances of employment will become better, and that there will be no unemployment among the passed students of the school.

(c) PROVISION FOR VOCATIONAL TRAINING OF STUDENTS IN GENERAL SCHOOLS.

Vocational training in Pattern Making and Foundry Work and in Electric Wiring and Fitting is imparted in the School for the V and VI Form students of the Local High Schools. The number of students to be trained in the two sections is limited to 72 and in the year 1931-32, 39 students were trained in Electric Wiring and Fitting and 33 in Pattern Making and Foundry work at a total cost of Rs. 3,424-6-0.

(d) SPECIAL CLASSES.

There is a short time Motor Course at the school, the duration of training being about ten months. The students are given training in Fitting Work and in the Driving of Motor Cars. Occasionally, as they are required by the Departments concerned, other special classes, such as, Draftsman Class, Probationary Revenue Inspector's Class, are also held in the school.

(3) COMMERCIAL SCHOOLS.**(a) EARLY HISTORY.**

Commercial Education in the State is of very recent growth, the first attempt at its introduction having been made in the year 1913, when a Commercial Section attached to the Chamarajendra Technical Institute and a Commercial School at Bangalore were organized on the lines proposed by the Committee on Technical Education and providing for an Elementary Course of one year and an Advanced Course of two years. For the benefit of merchants and business men who had no knowledge of English, arrangements were made in both the schools to teach commercial subjects in Kannada and Mahratti and in addition, provision was made in the Commercial School at Bangalore for teaching such subjects in Tamil, Telugu and Gujarati. In the year 1916-17, four Vernacular Commercial Classes were opened at Chintamani, Tirthahalli, Davangere and Nanjangud. The scheme of opening Commercial Classes attached to High Schools was subsequently sanctioned and by the year 1920, commercial subjects were taught as an optional subject for the S. S. L. C. Examination in six of the High Schools in the State.

Schemes for holding Elementary and Advanced Public Examinations in commercial subjects were approved by Government in 1914 and 1916 respectively and a general board under the name of 'The Board of Commercial Education and Examinations' was formed in the year 1918-19 to conduct these examinations.

As it was observed later that the Vernacular Commercial Classes had failed to be popular among the trading classes, the classes were ordered to be wound up from the close of the year 1920-21, so that in the year 1921-22 there were only three Commercial Schools—two Government and one Aided, with a total strength of 185 students. From 1st July 1922 the posts of Junior Commercial Teachers, attached to the two Government Schools, were retrenched.

(b) GOVERNMENT COMMERCIAL SCHOOLS.

(i) *Progress during the Period of Review.*—Consequent on the abolition of the posts of Junior Commercial Teachers, the two Government Schools worked with a minimum staff and equipment for a period of over five years. But the steady progress kept up from year to year by the schools was so far recognised that in the year 1926 the two schools were placed on a permanent basis. In the same year, the syllabuses of studies were revised with the result that the subject 'Commercial Arithmetic' was dropped, but proficiency standard of instruction and examinations in Shorthand and Typewriting were introduced. In the year 1927, the staff of the two schools was re-organized and necessary additional hands and clerical staff were given to cope with the increased scope of instruction, as the result of the revision. A further revision of courses and syllabuses was undertaken in the year 1929, as the result of which, a new subject, Principles and Practice of Co-operation, was added to the list of commercial subjects. In July 1930, certain radical changes were effected. The Commercial School at Bangalore was organised into a Central Institute for Commercial Education, with the G.D.A. classes started therein, while the school at Mysore was abolished, leaving the field of Commercial Education in Mysore City to private enterprise. The Government Institute of Commerce and Accountancy, Bangalore, was affiliated to the Accountancy Diploma Board, Bombay, and the necessary increase in staff and equipment was provided to cope with the work of the G.D.A. classes and the classes in the Principles and Practice of Co-operation, which were newly started. The year also saw the removal of the Institute to a building in the Y.M.C.A. rented at Rs. 120 per mensem, from its old location in a part of the Intermediate College Building, and even there the inadequacy of accommodation is keenly felt. In view of the growing need for properly equipped young men to participate in the economic development of the country, the course of Banking for training Bank clerks for the Associates'

Examination held by the Institute of Bankers was opened in July 1932. Certain changes in the scope and extent of instruction in the Institute, consequent on the revision of the course of studies for Auditor's Certificates by the Government of India, which came into force from April 1932, are under contemplation.

(ii) *Strength in Government Commercial Schools.*—The following table gives the strength in the Commercial Schools at Bangalore and Mysore during the years 1921-22, 1926-27, and 1931-32.

Year	Government Commercial School, Bangalore		Government Commercial School, Mysore		Total	
	Ordinary	Subject	Ordinary	Subject	Ordinary	Subject
1921-22	74	...	51	...	125	...
1926-27	75	197	49	135	124	332
1931-32	190	382	abolished		190	382

(c. AIDED OR RECOGNISED COMMERCIAL SCHOOLS.

Besides the Government Commercial Schools, there were several Aided and Recognised Institutions imparting commercial education. Prior to 1930, in which year, the Mysore Government Commercial School was abolished, there were two private schools recognised and aided by Government. They were (1) the Aided Commercial High School, Bangalore, which continued to work throughout the period and even prior to it, getting a grant of Rs. 40 per mensem, and (2) the Champion Metropolitan College, Mysore, getting a grant of Rs. 100 per mensem from 1st July 1926, which was subsequently raised to Rs. 150 temporarily for two years from 1st July 1930. Since 1930, several private schools, namely, (1) the Brighto Institute of Commerce, Mysore, (2) Vasanta Shorthand and Typewriting Institute, Mysore and (3) the Mysore Type writing Institute, which imparted instruction mainly in Shorthand and Type writing, were granted temporary recognition for a period of two years to enable them to prepare and present candidates for the Government Commercial Examinations in (1) Shorthand, (2) Typewriting, and (3) Accountancy and Auditing. The total strength of both Aided and Recognised Institutions in the year 1931-32 was 456.

(d) EXAMINATION RESULTS.

The following table gives the results of both Government and Aided Institutions in the several Public Examinations held during the years 1921-22, 1926-27, and 1931-32.

Examinations	Grade	1921-22		1926-27		1931-32	
		Number Examined	Number Passed	Number Examined	Number Passed	Number Examined	Number Passed
1. Accountancy	{ Senior	15	6	29	4	30	11
	{ Junior	46	24	57	24	71	33
2. Banking	{ Senior	12	10	25	17	29	8
	{ Junior	23	12	31	18	39	17
3. Law and Practice	{ Senior	10	4	26	17	27	18
	{ Junior	41	20	24	13	59	37
4. Shorthand	{ Senior	14	7	14	2	16	2
	{ Junior	60	18	41	14	80	12
5. Type writing	{ Senior	12	5	13	8	34	10
	{ Junior	41	14	73	39	127	33
6. Economic Geography...	{ Senior	3	3	12	10	12	5
	{ Junior	4	3	9	6	17	11
7. Co-operation	{ Senior	...	...	...	...	5	...
	{ Junior	...	...	...	...	26	2
8. English Composition	Senior	6	4	9	6	10	3

(e) COMMERCIAL EDUCATION IN HIGH SCHOOLS.

With a view to meeting the increasing demand for commercial knowledge, Government sanctioned the scheme of opening commercial classes attached to High Schools and by the year 1920 commercial subjects, like, Practice of Commerce, Commercial Geography, Shorthand, and Type writing, were taught as optional subjects in several High Schools. In the year 1924, when the curricula of studies for High Schools were revised, commercial subjects were included in the group of additional subjects, with the result that the scheme was extended to other High Schools, bringing up the total of such Government High Schools to 13 in the year 1931-32.

In the year 1929, a Special Committee was appointed to revise the S.S.L.C. syllabus in commercial subjects and the recommendations of the Committee, which were approved by the S.S.L.C. Board, were sanctioned by Government and given effect to from the year 1932. In place of the three subjects of commerce originally taught in High Schools, the following subjects were introduced:—

1. Accountancy.
2. Practice of Commerce
3. Banking
4. Shorthand
5. Type writing.
6. Principles and Practice of Co-operation

The subject of Shorthand was deleted from the above group, when the general educational qualification for admission into Shorthand classes in Commercial Schools was raised to a pass in the S.S.L.C. Examination. It is gratifying to note that the number of students in High Schools, appearing for the S.S.L.C. Examination with one or other of the commercial subjects as an additional subject, has steadily increased from 117 in 1922 to 940 in 1932.

(4) AGRICULTURAL SCHOOLS.

In the period of review, there were four schools imparting Agricultural Education under the control of the Department of Agriculture. They were (1) the Mysore Agricultural school, Hebbal, which imparted instruction of a higher grade in English, and (2) the three schools—Sri Krishnarajendra Vyavasaya Dharmia Patasala, Chikkanahalli, (3) the Ramakrishna Krishi Sala, Ramakrishnapur, and (4) the Agricultural School, Hassan—which imparted instruction of a lower grade in Kannada.

(a) THE MYSORE AGRICULTURAL SCHOOL, HEBBAL.

(i) *Course of Instruction.*—The school was started in the year 1913, with provision for training about 15 students each year. In the year 1920, the original course of two years was extended to one of three years, at the end of which successful students were awarded a Certificate of Licentiatehip in Agriculture, and at the same time admission was restricted to those who have passed the S.S.L.C. Examination. At present only those who are declared eligible for the College Course, will be admitted.

(ii) *Subjects of Study*—

FIRST YEAR CLASS.—Agriculture, Veterinary Science, Engineering, Botany, Physics, Chemistry, Zoology and Drawing.

SECOND YEAR CLASS.—Agriculture, Veterinary Science, Engineering, Botany, Agricultural Chemistry, Entomology, and Mycology.

THIRD YEAR CLASS.—Agriculture, Veterinary Science, Engineering and Botany. (Advanced Lessons.)

The school has as its primary object, the training of the rising generation of agriculturists to look upon farming as a full-time occupation and a career, and to apply to it the most up-to-date scientific knowledge, and the training given during the course of three years compares very favourably with the L. Ag. Courses

instituted in the Agricultural Colleges of British India. A Veterinary Hospital, a small Dairy and a flock of sheep are maintained on the Hebbal Farm for giving practical instruction and the students maintain an Orchard, a Vegetable garden and a small Botanical garden.

(iii) *Strength of the School*.—The strength of the school during the years 1922-23, 1926-27, and 1931-32 and the classification of pupils according to caste are given in the following table.

Year	Total Strength	Classification of pupils					
		Brahmins	Vokkaligas	Mahomedans	Christians	Depressed Class	Others
1922-23	23	20	2	1	...	...	...
1926-27	36	32	1	...	...	...	3
1931-32	84	57	4	3	...	3	17

It will be seen that the strength of the school has steadily increased from 23 in 1922-23 to 84 in 1931-32, which testifies to the growing popularity of the school. During the past three years, there has been a great rush for admission into the school and a good number of students had to be refused seats, owing to the limited accommodation available in the school and the hostel.

During the period of review, 97 out of 126 students have passed out of the school successfully, and more than half the number are stated to be looking after their own lands. Some of them have entered service in the Agricultural and Education Departments and some others are employed by the Mysore Sugar Company in the Irwin Canal area.

(iv) *Other activities*.—All the students of the school reside in the hostel attached, and run their own mess. They have a 'Gymkhana' of their own and acquired a high level of efficiency in team games like Cricket, Foot-ball, and Hockey. The Scout Movement is also popular and lessons in Drill are given once a week. The Debating Club, the Karnataka Sangha, and other literary associations serve as useful adjuncts for students to improve their general culture. In the course of three years, the students build up their body, obtain cultural training, become proficient farmers of the modern age, and go out as men strong in body and morals to be useful citizens of the State.

(b) *Lower Grade Agricultural Schools*.—In the year 1931-32, there were three Kannada Agricultural Schools in the State, the minimum qualification for admission into them being a pass in the Lower Secondary Examination. They were (1) Sri Krishnarajendra Vyavasaya Dharma Patasala at Chikkanahalli, Tumkur District, which was started in 1916, under the benefaction of Mr. Ugre Gowda, a local land-holder and sowcar, and where 12 students are usually maintained by scholarships of Rs. 12 each, (2) Ramakrishna Krishi Sala at Ramakrishnapur, Anekal Taluk, which was started in 1929-30 under the endowment of Mr. Venkataramiah and where students are given free boarding, and (3) the Agricultural School at Hassan, which was also started in 1929-30 and is maintained by the Hassan District Board. The total strength of all the schools in the year 1931-32 was 43, and the total number of trained students during the period of review was 219.

The course of instruction is of one year and there is a common examination for all the schools, both the theory and practical examinations being conducted by the same body of examiners. The training is highly practical in all the schools, the aim kept in view being the turning out of practical farmers. Many of the trained students have settled down on their private farms, while a number of them have been employed by the Department of Agriculture as Fieldmen and by the Mysore Sugar Company at Mandya.

(c) *Short Courses in Agriculture*.—The short courses usually extend over a week or two and are intended specially for those who desire to obtain instruction in specific subjects like 'Improved Methods of Jaggery Boiling,' 'Improved Methods of Ploughing,' and 'Curing Areca,' etc. The courses are held on the Government

Farms during seasons when a particular subject can be taught with advantage. A portion of the whole cost is sometimes met by Government and at other times, the entire cost is met by the students themselves.

(d) *Agricultural Education in Departmental Schools.*—Agricultural Education is imparted in Kannada in several Middle Schools under the control of the Department of Public Instruction, the classes being managed by teachers who have successfully undergone a course in Agriculture. In the year 1931-32, Agriculture was taught in 18 Middle Schools in the State.

5. THE MEDICAL SCHOOL, BANGALORE.

The Medical School, which was started in the year 1917, was under the control of the Medical Department till July 1924, when it was merged into the Medical College inaugurated by the Mysore University. When the Medical College was transferred to Mysore from 1st July 1930, the Medical School became again an independent unit, but continued to be under the control of the University. During the years under report, there were four L.M.P. classes, which were held in the Old Electric 'A' Station building which contained Physiological Laboratory and Lecture Halls, in a few rooms in the Out-patient Department of the main buildings of the Victoria Hospital, and in the Anatomy sheds constructed for the schools.

(i) *Strength of the School.*—The number of students on the roll of each class during the years 1921-22, 1926-27, and 1931-32 is given in the following table:—

Year	I L.M.P.	II L.M.P.	III L.M.P.	IV L.M.P.	Total
1921-22	46	38	29	15	128
1926-27	27	32	29	29	117
1931-32	58	45	28	29	160

(ii) *Length of the Course and Subjects of Study.*—The course of the L.M.P. Diploma extends over a period of four years and the subjects taught are (1) Physics (2) Inorganic Chemistry, (3) Elementary Biology, (4) Anatomy, (5) Physiology, (6) Pathology and Bacteriology, (7) Hygiene, (8) Materia Medica and Pharmacology, (9) Medicine, (10) Surgery, (11) Midwifery, (12) Medical Jurisprudence, (13) Ophthalmology, (14) Mental Diseases, (15) Venereology, (16) Vaccination, (17) Infectious Diseases, (18) Oto-Rhyno-Laryngology, (19) Tuberculosis, and (20) Hospital Work.

(iii) *Examination Results.*—Out of 15, 39 and 41 students that appeared for the Final L.M.P. Examinations (1st and 2nd Examinations) during 1921-22, 1926-27 and 1931-32, 13, 28, 19 passed respectively and obtained L.M.P. Diplomas, which are registerable in the Presidencies of Madras, Bengal and Bombay.

4. EXPENDITURE ON TECHNICAL EDUCATION.

The following table gives the expenditure incurred on Industrial, Technical and Commercial Education, during the years 1921-22, 1926-27, and 1931-32.

Year	Expenditure on					Total
	Industrial Schools	Engineering School	Commercial Schools	Agricultural Schools	Medical School	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	1,30,683	32,429	8,080	20,500	20,089	2,11,781
1926-27	1,22,712	52,088	10,780	24,400	13,800	2,23,780
1931-32	61,685	72,597	17,980	35,600	22,707	2,10,569

CHAPTER XII.

SCHOLARSHIPS, ENDOWMENTS, AND OTHER FACILITIES.

INTRODUCTORY.

ONE of the salient features of the educational policy of the State is the grant of liberal scholarships in all stages of instruction, literary and technical, tenable alike in the schools in the State and in British India. A number of scholarships according to the requirements of the State is also awarded to scholars for undergoing training in foreign countries in literary, technical, or scientific subjects. The Backward Classes including the Muslims, the Depressed Classes, among whom the percentage of literacy has been very low, and other special classes of people such as the Pallegars, have also received special consideration.

The scholarships awarded by the State may be broadly divided into two classes, namely,

- (1) Those which are tenable in foreign countries ;
- (2) Those which are tenable either in the State or in British India.

The latter may further be sub-divided into (a) General Scholarships awarded to all communities in consideration of merit, (b) Special Community Scholarships, awarded to special communities in consideration of their present backwardness in Education, (c) other Scholarships such as Military and Pallegar Scholarships, (d) Technical and Professional Scholarships, and (e) Endowment Scholarships. These scholarships are paid either out of State Funds or out of the interest realised on endowments made by certain benevolent persons in memory of some person or event.

I. FOREIGN SCHOLARSHIPS.

(i) WORKING OF THE SCHEME.

Foreign scholarships are granted to promote advanced scientific study, technical training, and a spirit of research among the people ; to train in European countries a number of young men who will follow industrial and commercial occupations which will conduce to the development of the country and to secure also, for the service of the State in its several departments, young men trained in Western Universities and Colleges, imbued with a progressive spirit of the West and equipped with a first hand knowledge of modern methods. To secure these objects, two scholarships were granted every year from the Damodar Das Scholarship Funds, but no rules were formerly in force to regulate the grant of scholarships from State Funds, though some were granted on individual applications received from time to time. The necessity being felt for improving the scheme so as to meet adequately the requirements of the various Departments of the State, Government decided in 1914 to increase the number of foreign scholarships and fix it at eleven, two from the Damodar Das Charities Funds, four from the General Revenues of the State, both being free, and five loan scholarships, repayable with interest at four percent, ordinarily in five and, in any case not more than ten years on return after completion of the study.

(ii) REVISION OF THE SCHEME.

Though there was an improvement in the number of scholarships, it was borne in upon Government that the foreign scholarship rules needed revision, so as to enable Government to provide technical and other Departments with sufficient number of men possessing the requisite foreign training, as the grant of scholarships was not regulated at the time of award to meet the requirements of the various Departments ascertained in advance. To remedy this and other defects in the existing scheme, and to lay down some definite rules as to the manner in which the funds provided for foreign scholarships might be utilised to the best advantage, Government, in their orders, dated 26th November 1918 and

5th April 1919, appointed a Committee to consider and report on the lines on which the Foreign Scholarships Rules might be revised, so as to enable the Government to provide technical and other Departments with a sufficient number of men who had foreign training.

After a careful consideration of the various issues involved, the Committee recommended that the six-free scholarships should be distributed so as to give three of them to Departmental Officers, and three to graduates, two of the latter being reserved for candidates recommended by the Mysore University Council. But Government in their order, dated 25th May 1920 were pleased to direct that the number of scholarships to be awarded annually, exclusive of loan scholarships, be fixed at four, two Damodar Das and two State, one to be set apart for the most brilliant graduate of the Mysore University, preference being given to students taking up some branch of Science; one to be awarded to a suitable candidate belonging to one of the educationally backward classes in the State, and the other two for the study of subjects to be notified from time to time. Owing to financial stringency, orders were subsequently issued in 1922 directing that all scholarships from State Funds be treated until further orders as loan scholarships repayable with interest at five per cent per annum.

(iii) VALUE OF SCHOLARSHIPS AND THE MODE OF PAYMENT.

In view of the fact that £200 was not adequate under the post-war conditions of living in Western countries, Government in their order, dated 30th June 1920 were pleased to sanction enhanced rates of scholarships, the amount payable in America being fixed at 1,250 dollars per annum, and in England at £250 per annum. The rates of scholarships were further revised by Government in their notification, dated 16th April 1931 and fixed at (a) £300 for study in Oxford, Cambridge, and America, (b) £275 for study in London, and (c) £250 for study in other places of Europe.

To avoid all inconveniences to students who would otherwise be subjected to great hardships in a foreign land, and to facilitate the prompt disbursal of the amounts, the Comptroller has been authorised to arrange for the payment of foreign scholarships by Messrs. Coutts & Co., through the High Commissioner for India, and disbursements are made on the due dates for the full period sanctioned by Government, subject to the usual deductions in respect of cost of equipment and other advances drawn by the scholarship-holder.

(iv) HIGH COMMISSIONER FOR INDIA AND HIS SUPERVISION.

The High Commissioner for India supervises the studies in England of all State Scholars, other than Officers of Government deputed for undergoing post-graduate courses, the Heads of the Departments concerned dealing directly with the latter without the intervention of the High Commissioner. All correspondence to the High Commissioner regarding the State Scholars in England pass through the Director of Public Instruction, who furnishes to the High Commissioner full particulars of the courses of study each scholar proposes to take, at least a month before the scholar leaves for England. Every scholar should at the end of each term of residence at a University or College, submit to the High Commissioner certificates from the proper University or College authority, showing that the place of his residence, conduct, and progress in study were satisfactory during the term. Such certificates are transmitted by the High Commissioner to the Director of Public Instruction who consolidates and submits them for the review of Government. The High Commissioner is also empowered to recommend the termination of a scholarship and the return of the scholar to India in case of misconduct. The High Commissioner has agreed to keep the Director of Public Instruction informed of the progress of the scholars, the courses of studies they are pursuing, the payments made to them and furnish such other information as may be required from time to time.

(v) AWARDS DURING THE PERIOD OF REVIEW.

The following statement gives the details of the awards made in respect of scholars under the control of the Department of Public Instruction, all the technical

and professional scholarships under the Foreign Scholarship Scheme having been transferred to the Heads of Departments concerned :—

Year	Name of Scholars	Subject of Study	Nature of Scholarship	Period of Scholarship	Place of Study
1922-23 ...	Sri Kanakalakshamma, M.A.	English Literature	Free	Two years	London.
	Miss Mary Chandu, B.A.	General Education	Loan	do	do
	Mr. A. Subba Rao, B.A., M.Sc.	Zoology	do	do	do
1923-24 ...	Mr. Abdul Wahab, M.A.	Education	do	do	do
	Mr. A. Subba Rao, B.A., M.Sc.	Physiology	Free	do	do
1926-27 ...	Mr. M. L. Srinivasa Iyengar	Higher Mathematics	do	do	do
	Miss L. D' Souza, B.A.	Domestic Science and Domestic Economy.	do	Three years	do
1927-28 ...	Mr. M. Siddalingiah, B.A., B.T.	Rural Education	do	Two years	Columbia University.
1928-29 ...	Mr. C. Rangachar, B.Sc.	Higher do	do	do	Leeds University.
	Mr. P. H. Nagappa, B.Sc.	Applied Mathematics (tripsos).	do	do	London.
1929-30 ...	Sri B. Indiramma, M.A.	Needle-work and Domestic Economy.	do	do	Leeds.
	Mr. S. Sundara, B.A.	M.Ed. Course	do	One year	do
1930-31 ...	.. K. N. Kini	Vocational Education	do	Two years	Columbia University.
	.. D. Narasimhan, B.Com.	Geography	Loan	One year	do
1931-32 ...	.. S. Raja Iyengar	Methods of Medical Inspection of School children in England.	do	do	England.
1931-32 ...	.. P. H. Nagappa	M. Sc. Examination	do	do	London.
	.. A. N. Narasimhaiya, M.A., L.T.	Sanskrit Studies	do	Two years	do
	.. E. A. Bhaskar Rao Malurkar	.....	do	do	Germany.

II. SCHOLARSHIPS TENABLE IN THE STATE OR IN BRITISH INDIA.

(a) GENERAL SCHOLARSHIPS.

(i) *Merit Scholarships*.—Five scholarships of the value of Rs. 10 each per mensem tenable for 10 months in the University Entrance Classes of Collegiate High schools were awarded every year to the first five successful candidates in the S.S.L.C. Examination, provided the candidates passed the examination from any of the High Schools in the State and continued their higher studies in one of the Colleges therein. The provision was transferred to the University from the year 1927-28, consequent on the establishment of Intermediate Colleges.

(ii) *Scholarships for Women*.—With a view to fostering the growth of female education in the State by inducing parents to see to the better education of their girls, Government have sanctioned from time to time, the grant of scholarships every year to girls studying in the several institutions in the State including schools for boys, on the ground of merit and poverty combined with diligence. In the year 1931-32, 300 scholarships varying from Rs. 1½ to Rs. 9 and aggregating to a total value of Rs. 11,510 were awarded to girls reading in Privileged Primary schools and in Middle and High schools. The girl scholarships tenable in High, Middle and Lower Secondary schools are awarded by the Deputy Directors of Public Instruction.

(iii) *Scholarships for Sanskrit Education*.—To afford adequate opportunities for the acquisition of Sanskrit learning, Government were pleased to sanction a sum of Rs. 13,613 per annum for the purpose of awarding scholarships in the three Sanskrit Colleges,—the Maharaja's Sanskrit College, Mysore; Sri Chamarajendra Sanskrit College, Bangalore, and the Sanskrit College, Melkote. Out of this allotment, only a sum of Rs. 4,130 subsequently reduced in the year 1931-32, under the general scheme of retrenchment, to Rs. 3,225 was administered by the Director of Public Instruction for awarding scholarships in the Sri Chamarajendra Sanskrit College, on the recommendation of the College Council. During the year 1931-32, 98 scholarships, inclusive of 10 Annachatram scholarships at Rs. 3 per mensem and intended for mofussil pupils, were awarded to students studying in the Primary, Secondary, and College Departments of the College. The scholarships varied from Re. 1 to Rs. 12 per mensem and were of a total value of Rs. 3,225 for the year.

(iv) *Scholarships in the School of Engineering*.—Twenty scholarships of the value of Rs. 8 per month tenable for three years are available in the Mechanical and Electrical Engineering Sections of the School of Engineering, Bangalore. Five scholarships of the same value and tenable for two years are awarded in the Civil Engineering Section. In addition, Government have sanctioned five scholarships of the value of Rs. 10 each, tenable for three years exclusively for Adikarnataka

students, who join the school, either for the Electrical or Mechanical Engineering Course of the Lower or Higher Grade. A further lumpsum allotment of Rs. 5,000, reduced to Rs. 4,000 in 1931-32, was made for the grant of subsistence allowance at the rate of Rs. 12 within the State and of Rs. 20 outside it. The above scholarships are for 10 months in the year and are awarded by the Director on the recommendation of the Managing Committee of the School of Engineering. During the year 1931-32, 70 general scholarships at a reduced rate of Rs. 6 per mensem and 15 Adikarnataka scholarships at a reduced rate of Rs. 7½ per mensem were awarded in the School of Engineering at a total cost of Rs. 5,325 per annum.

(b) SCHOLARSHIPS FOR SPECIAL COMMUNITIES.

(i) *Backward and Depressed Class Scholarships.*

(a) *Nature of the Scheme.*—As it appeared from a study of the educational statistics that the ordinary facilities provided in the different grades of educational institutions were not availed of by the bulk of the people, partly on account of their poverty and partly on account of their conservative nature, Government were pleased to sanction in 1917 a liberal sum of one lakh of rupees to be devoted chiefly for promoting higher education among students of backward communities by the award of scholarships. After reserving a sum of Rs. 15,000 for the benefit of the Depressed Classes, the sanctioned amount was distributed among the different backward communities and for the various grades of instruction from the University to the Vernacular Lower Secondary stage. With the increase in the demand for English Education among the Depressed Classes, Government were pleased to sanction a separate allotment of Rs. 10,000 which was finally raised to Rs. 20,260 in 1921-22, and in 1922-23 this amount and the amount due to the Depressed Classes under the Backward Scholarship Scheme were pooled together into a separate fund for Depressed Class scholarships.

In the year 1922-23, the usual provision of one lakh was reduced by one-sixth, as the tenure of all Government scholarships was fixed at ten months in the year, but the reduction was supplemented by an additional grant of Rs. 17,000 to bring up the total sum to one lakh of rupees as before. In response to the repeated demands of the members of the Representative Assembly for an increased allotment in favour of backward class applicants including Mahomedans, an additional sum of Rs. 8,000 was sanctioned in the year 1924-25. As the demand for encouragement still increased and as it was thought desirable to give a greater impetus to the education of the backward and depressed classes, Government sanctioned in the year 1928-29 a further additional sum of Rs. 50,000 for a period of three years.

Owing to difficult financial conditions, this sum of Rs. 50,000 was withdrawn in the year 1931-32 and since it was thought desirable to retain the same number of scholarships with the reduced allotment available, Government in their order dated 8th September 1931, reduced the value of different kinds of scholarships to three-fourths of their former value, while the award of scholarships for Depressed Class pupils in Primary Schools was discontinued. During the year 1931-32, 1,127 scholarships of the total value of Rs. 50,280 were awarded under the Backward Class Scholarship Scheme, and 916 scholarships of the total value of Rs. 24,110 under the Depressed Class Scholarship Scheme, including scholarships awarded to girls of this class. A sum of Rs. 1,500 for the supply of clothing to Depressed Class girls who were not awarded scholarships and a sum of Rs. 1,000 for scholarships among pupils of backward minor communities were also provided.

It may be noted here that the development of Education among the Backward Classes including Mahomedans, and the Depressed Classes has been largely stimulated by the grant of scholarships on a liberal scale, as is evidenced by the large increase in the number of pupils of these communities in the several grades of education as also by the increase in the percentage of passes secured by them at the several Public Examinations.

(b) *Administering Bodies.*—Backward class scholarships of the first and second grades are administrated by the University authorities and those of the

third and fourth grades tenable in High and Middle Schools, by District and Taluk *Ad Hoc* Scholarship Committees respectively, constituted by the Director of Public Instruction for two years at a time. Each Committee consists of a Chairman, a Secretary and three other members, the Chairman and the members being chosen from the Backward Classes.

(c) *Lapses and their Utilisation.*—In the course of the actual working of the scheme, it was found that some of the scholarships awarded could not be utilised for want of candidates belonging to those particular communities and therefore lapsed to Government. To prevent such lapses and to enable the communities to which the scholarships are originally allotted to derive full benefit therefrom, elaborate rules were framed, which regulated the utilisation of such lapses. In spite of these rules, some practical difficulties were experienced in the administration of lapsed scholarships, and to avoid them, Government in their order, dated 17th February 1923, issued a slightly revised set of rules, according to which communities of similar social and economic conditions were grouped together, so that the scholarships lapsing for want of applicants of a particular community comprised in one group might be awarded to applicants of other communities included in the same group, or other communities of an equal social status included in a different group, provided that the requirements of the original group in the respective lower grades were satisfied. A few important changes and modifications were subsequently sanctioned by Government and they are—(1) that all communities having a population of three lakhs and more should be treated as separate groups for the award of Backward Class scholarships, (2) that the Kunchitigas be mentioned separately in the list of communities eligible for backward class scholarships and be grouped for the purpose with Vokkaligars, and (3) that the Bedas (Naikars and Naiks) be grouped separately for the purpose of award of backward scholarships, since they form a large community with a population of nearly three lakhs.

(ii) *Mahomedan Scholarships.*—In the year 1923-24, all amounts available under the different schemes for the award of scholarships to Muslim pupils were pooled together and constituted into the 'Mahomedan Scholarship Fund.' The aggregate of these amounts was Rs. 6,020, which was utilised for awarding scholarships to Muslim pupils studying in the local Middle and High Schools as well as in the M.A.O. College at Aligarh and the Oriental College at Lahore. The local scholarships are awarded by the District *Ad Hoc* Committees, enlarged by the addition of one or two Mahomedan gentlemen, while the Aligarh and Lahore scholarships are administered by the Director of Public Instruction.

(a) *Local Mahomedan Scholarships.*—These scholarships are awarded every year under the Mohamedan Scholarship Scheme to Muslim pupils studying in the High and Middle Schools of the State, scholarships in Middle School classes being meant exclusively for moffusil students and tenable in the IV Year class only. In the year 1931-32, 10 scholarships of the value of Rs. 6 each per mensem were awarded to Muslim boys studying in High Schools, 18 scholarships of the value of Rs. 3 each to those studying in the IV year class of Middle Schools, and 21 scholarships to Muslim girls studying in the Urdu Girls' Middle School, Bangalore, the rates of scholarship being Rs. 4 Rs. 3, Rs. 3, and Rs. 2½ in the IV, III, II and I Year classes, respectively. The total value of all Mahomedan Scholarships awarded was Rs. 4,770.

In addition to the above scholarships, Muslim pupils are entitled to a share in the Military and Malnad Scholarships awarded in the State.

(b) *Aligarh Scholarships.*—To offer the benefit of residential life in a College and the training of character which such life secures, scholarships are awarded every year to sons of respectable Mahomedans, proceeding to Aligarh for further studies after the S.S.L.C. Course. Six scholarships of the value of Rs. 25 each a month were available for the purpose prior to 1931-32, in which year the number was reduced to 3. The Director of Public Instruction awards the three scholarships, their tenure depending upon the working session of the Muslim University and not exceeding a period of ten months in the year.

(c) *Lahore Scholarships.*—To encourage higher education of Mohamedans in Arabic and Persian languages, a special scholarship of Rs. 50 per mensem was made tenable for four years at the Oriental College, Lahore, to study for the

'Moulvi Alim' and 'Moulvi Fazil' Examinations. For want of applicants, this scholarship has since been abolished.

(c) OTHER SCHOLARSHIPS.

(i) *Special Scholarships*.—There was a total provision of Rs. 3,000 at the disposal of the Director, out of which scholarships, tenable in all classes, were awarded in exceptional cases of hardship and in cases of children of persons who had rendered noteworthy service to the State. Out of this provision, Rs. 2,000 were reserved for boys and Rs. 1,000 for girls which were reduced in 1931-32 to Rs. 1,000 and Rs. 500, respectively. The value and tenure of each scholarship vary according to circumstances of each case.

(ii) *Military Scholarships*.—With a view to providing special inducements for higher education among military classes, so that there might be a sufficient number of men with the necessary educational qualifications for appointment and promotion to the higher commissioned ranks, the children of persons employed in any of the six regiments in the Military service of His Highness the Maharaja were granted the concession of paying only half the fee in High Schools and in addition a number of scholarships of the value of Rs. 4 and Rs. 8, subsequently reduced to Rs. 3 and Rs. 6, and tenable in Middle and High Schools respectively, was awarded annually at the rate of one for each Regiment. These concessions were considered inadequate by the Mysore Soldiers' Board, who recommended that each child of every person employed in the Mysore Regiments should be granted scholarships, but Government, after carefully considering the proposal, expressed themselves not in favour of granting scholarships to every child as a matter of course. They laid down that three scholarships in each of the II, III and IV Year classes of Middle Schools, for each of the Regiments and ten scholarships in each of the High School Forms for all regiments, might be instituted and awarded to the poor and deserving students from the Regiments, the value of the scholarships being the same as the backward class scholarships of the corresponding grade.

By way of further encouragement to the children of soldiers and non-combatants who were employed in active service in connection with the late war, the children of such persons are not only exempted from payment of full fees in schools and Colleges for a first degree, but granted scholarships in the Middle and High School stages, the rates being the same as those of the backward class scholarships. It was also stipulated that, if the ordinary scholarships did not cover hostel charges when pupils resided in them, an addition not exceeding 33½ per cent of the scholarship should be made to meet such charges, on application through the Superintendent of the hostel concerned.

During the year 1931-32, 174 scholarships of the total value of Rs. 7,020 were awarded out of the lumpsum grants of Rs. 3,420 and Rs. 4,125 provided respectively for scholarships to be awarded to the children of those employed in the Mysore Regiments and to the children of soldiers and non-combatants.

(iii) *Silver Wedding Fund Scholarships*.—The Silver Wedding Fund, which was contributed by women of all classes throughout India as a token of their loyalty and affection on the occasion of the 25th Anniversary of Their Imperial Majesties' Wedding, amounts to a total of over 13 lakhs. Her Majesty, in graciously consenting to receive the gift, desired that the proceeds of the Fund should be devoted to the education of the children of Indian Officers and soldiers who had fallen or been permanently disabled during the Great War. As the scheme allows Mysoreans to participate in the benefit thereof, the administrators of the Fund are awarding every year a number of special Military scholarships varying in value from Rs. 5 to Rs. 25. These scholarships are tenable in all High Schools, Art Colleges, and Technical Schools in the State.

(iv) *Pallegar Scholarships*.—To encourage the young members of the families of Pallegars to receive higher education and qualify themselves for public service, scholarships, varying from Rs. 4 to Rs. 8 per mensem and tenable in all High Schools and Lower Classes, were awarded. In 1922-23, a lumpsum provision of Rs. 315 was allotted for the purpose, which was subsequently raised to Rs. 550 but reduced to Rs. 400 in 1931-32. In 1926-27, Government directed that these scholarships, which are administered by the Director of Public Instruction, be awarded only to the members of the families of the holders of Pallegar pensions, who are certified to be such by the Officer in charge of the State Huzur Treasury.

The number of scholarships awarded and the expenditure thereon during the years 1921-22, 1926-27, and 1931-32, were as follows:—

Year	Value of Scholarships	Classes in which tenable	No. of Scholarships awarded	Amount available
				Rs.
1921-22	Varying from Rs. 4 to Rs. 8 a month.	In High Schools and Lower Classes.	4	600
1926-27	Do	Do	13	550
1931-32	Varying from Rs. 3 to Rs. 6 a month.	Do	12	400

(v) *Malnad Scholarships*.—In the year 1925-26, Government were pleased to sanction Rs. 3,000 for scholarships to be awarded to students reading in schools in the Malnad Area. Out of this sum, six scholarships of Rs. 8 each per mensem and tenable in High Schools for ten months in the year and 63 scholarships of Rs. 4 each per mensem and tenable in the II, III and IV Year classes of Middle Schools, were awarded every year. In the year 1931-32, the value of the scholarships was reduced to Rs. 6 and Rs. 3, respectively. These scholarships are administered by Malnad Scholarship Committees, consisting of five members each, who will hold office for two consecutive years.

(d) TECHNICAL AND PROFESSIONAL SCHOLARSHIPS.

Government in their Order No. 11121-34—Edn. 5-18-119, dated 25th May 1920, were pleased to direct that the administration of Foreign Scholarships relating to Technical Departments and awarded to Departmental Officers as well as to students as are intended for, or are likely to enter services in, such Departments, be left to the Heads of the Department concerned, and that the same principle be adopted in the case of technical and professional scholarships tenable in India, such scholarships being mostly intended for securing recruits to the Departments concerned. As the result of the order, the administration of these scholarships was transferred to the respective Heads of Departments and only scholarships relating to education proper were left to be administered by the Director of Public Instruction.

(e) ENDOWMENT SCHOLARSHIPS.

Government in their Order No. E. 6175-6—Edn. 82-25-21, dated 13th May 1926, were pleased to issue the following rules for the deposit of money in the Government Treasuries by private gentlemen who wish to secure a permanent income for the charities, which they have already established or contemplate establishing within the State:—

'No deposit will ordinarily be accepted for sums below Rs. 3,000 or above Rs. 1,00,000. So far as charitable endowments carrying special rate of interest are concerned, the minimum amount that may be accepted as charitable endowment for educational purposes shall be Rs. 1,000 and that in the case of endowments for which the parties do not expect any special concession in the matter of interest, a minimum of Rs. 250 may be fixed. The limits proposed will apply to endowments in bonds or securities.'

Government have empowered the Director of Public Instruction to accept all charitable endowments for which no special rates of interest are claimed, subject to a minimum of Rs. 250 in each case. During the period of review and prior to it, a large number of endowments were received and the proceeds in the shape of interest have been utilised for the award of scholarships, prizes, or for such other objects for which the endowments were made. In the year 1931-32, a sum of Rs. 14,613 was spent on scholarships and prizes from the proceeds of endowments.

(1) *Khadayata Scholarships*.—The scholarships known as 'The Mysore Government Damodardas Khadayata Scholarships' are awarded for the encouragement of general and technical education among the people of the Khadayata caste

to which the late Damodardas belonged. The scholarships are paid from the income accruing from one-fifth of the Damodardas Charities Fund and the up-to-date accumulated savings thereon. The number of scholarships was originally 11 but was subsequently raised to 19, the value of the same ranging from Rs. 10 to Rs. 40. The selection of students for the scholarships, which are awarded annually unless otherwise specified, is made by a Committee consisting of selected gentlemen of the Khadayata community appointed by Government from time to time. The scholarships are tenable in the institutions in Bombay Presidency noted against each set of scholarships or in any other institutions approved by the Director of Public Instruction.

The number of scholarships held during the years 1921-22, 1926-27, and 1931-32 and the total amount involved were as follows:—

Year	Number of Scholarship awarded	Value	Total amount spent
1921-22	Rs. 19	Varying from Rs. 10 to Rs. 25 per mensem.	Rs. 3,240
1926-27	44	Varying from Rs. 10 to Rs. 40 per mensem.	6,360
1931-32	23	Do	4,380

(2) *Other Endowments.*—A large number of endowments have been made by philanthropic gentlemen interested in education and the income from them is utilised for awarding scholarships or prizes. A list of such endowments of the value of Rs. 1,000 and more is given below as also the amount spent during the year 1931-32 out of interest realised.

No.	Endowments	Amount of Endowment	Amount spent out of interest realised
1	Rao Bahadur Arcot Narayanaswamy Mudaliar's Endowment.	Rs. 1,53,200	Rs. 6,410 0 0
2	Marimallappa's Charities Fund	30,000	1,050 0 0
3	Khan Bahadur M. Badruddin Sahib's Prize	1,000	15 0 0
4	Sravanahelagola Poor Scholars' Fund	3,700	147 12 0
5	Raja's School Fund	7,100	288 0 0
6	Mr. L. S. Iyengar's endowment	10,000	534 0 0
7	Empress Girls' School Prize Fund	11,550	140 0 0
8	Kanle Devappa's Endowment	4,275	150 0 0
9	Lingayets' Education Association Fund	25,000	1,250 0 0
10	Nanjangud Jubilee Patasala Fund	4,000	50 0 0
11	S. R. Nanjundiah's Memorial Fund	1,500	90 0 0
12	Bandi Rangamma's Fund	3,000	117 8 0
13	Sulugodu Shankariah's Endowment	1,200	80 0 0
14	Sri Bhagirthanma's do	3,730	144 0 0
15	Karemane Chandrappa's do	10,000	500 0 0
16	The Vokkaligara Sangha do	3,000	...
17	Arcot Srinivasachari's do	4,000	200 0 0
18	Mr. Gurusanthappa's do	20,000	1,250 0 0
19	„ Kantarajapura Nanjappa's Endowment	10,000	500 0 0
20	„ K. Chandrappa's do	6,577	250 0 0
21	Messrs. S. Subbanna Setty and M. Krishna Setty	7,500	375 0 0
22	H. H. The Yuvaraja's Endowment Fund	1,000	60 0 0
23	Mr. M. K. Tirumalachar's Prize Fund	23,310	10 0 0
24	„ Kagathi Appaji Reddy's Endowment	10,000	160 0 0
25	Educational Endowment of the late Mr. Abdulla Sahib of Kyatasandra.	7,300	365
26	Rajasabhabhushana Karpur Sreenivasa Rao's Educational Endowment.	1,000	50

III. EXPENDITURE ON SCHOLARSHIPS.

The actual expenditure on account of scholarships during the years 1921-22, 1926-27 and 1931-32, was as follows :—

Year				Total Expenditure on Scholarships including University	P. C. to the total expenditure on Education
				Rs.	Rs.
1921-22	...	...	...	1,88,418	3.6
1926-27	..	...	...	2,30,768	3.8
1931-32	...	...	...	1,97,895	2.7

IV. FREE AND HALF-FREESHIPS.

With a view to encouraging education up to the Middle School standard among the bulk of the population, free education is imparted in all Primary and Middle Schools, both for boys and girls as also in the District Normal Schools and Training College excepting the Pandits' class where fees are levied from private candidates, and in special schools, such as the Central Institute for the Deaf and the Blind and Sanskrit Schools.

In High Schools, 20 per cent of the students on the roll of the High School Forms are treated as free students, the percentages being calculated after deducting from the number on the roll in each Form, the number of all scholarship-holders whether holding Backward Class, Merit Military, or any other Government Scholarships who are to be treated as free students. In the case of Aided Schools, compensation is paid for loss of fee income on account of scholarship-holders being treated as free students.

Other fee concessions granted are as follows :—

- (1) The rates of fees for all Mahomedan boys in all High Schools are half the usual rates, and a quarter in cases where half-freeships are granted.
- (2) The fees due by boys of the Rajput Community are remitted wholly or in part in cases of poverty and straitened circumstances.
- (3) Boys belonging to the Depressed Classes are treated as free students in all grades of institutions.
- (4) Ursu and Komara students who are awarded scholarships from their Boarding Homes or are recommended for freeships, and students awarded scholarships from the Silver Wedding Fund, are considered as free students.
- (5) Girls studying in High Schools, whether for girls or boys, were till recently considered free. Fifty per cent of them are now free, and the other fifty per cent pay half the fee levied in the case of boys.
- (6) Mahratta students reading in educational institutions and belonging to military families are required to pay half the usual fee with effect from the year 1927-28.

In view of the suggestions made in the Representative Assembly in the October Session of 1923, that a Committee consisting of members of all major communities might be appointed for dealing with questions relating to the allocation of seats, and the award of freeships in High Schools, Government passed orders directing that the scope of Committees then existing in High Schools might be extended by co-opting non-official members for dealing with the questions referred to above, and that similar Committees might be constituted in High Schools, where none existed. These enlarged School Committees constituted by the Deputy Directors of Public Instruction are now functioning in all Government High Schools for boys.

CHAPTER XIII.

MISCELLANEOUS.

1. MEDICAL INSPECTION OF SCHOOLS.

A scheme of medical inspection of school children, sanctioned by Government in the year 1925-26, was tried as an experimental measure in the High and Middle Schools of Bangalore City, a retired Civil Surgeon having been appointed to conduct the inspection on a monthly honorarium. The scheme was so successful in the very first year of its starting, that Government sanctioned its continuance as well as its introduction next year into the Primary Schools of the City. Two full-time Officers were appointed for the medical inspection of all boys in schools of Bangalore City, other than the Colleges, and a third full-time Officer for schools in Mysore City, the scheme having been also extended thereto.

The success of the scheme in the two Cities was so marked that requisitions for its introduction to other District and Taluk Headquarters were received with offers from Municipalities to bear readily a portion of the cost. During the year 1928-29, the scheme was, in consequence, extended to 60 other places where inspection of boys was held by the local Medical Officers, as well as to the girls' schools in the two Cities, for whose inspection, a full-time Lady Medical Officer was appointed during 1929-30. Arrangements were also made for the Medical Inspection of girls in such other places where Lady Medical Officers were available. Under orders of Government, dated 30th January 1930, medical inspection of pupils is being held every year instead of five times during a pupil's school life. From 1932-33, the medical inspection of all pupils in all institutions inclusive of the Colleges, is carried on by a common agency under the control of the Director of Public Instruction.

The medical inspection of school children disclosed many diseases they were suffering from, and the provision made on the curative side was inadequate, as the Medical Inspectors' suggestions were often not attended to by parents or guardians. To derive, in full, the benefit of medical inspection, it was felt necessary to link the inspecting and curative agencies, by attaching school clinics to all big institutions, and in smaller places, by opening Central School Dispensaries, catering to all schools in the locality. This, of course, would involve a good deal of expenditure which could not be afforded by the State in its present state of financial stringency. Hence, as a first step in this direction, Government, in consultation with the Senior Surgeon, issued orders that, in the two cities, the Medical Inspectors of the Education Department, should refer pupils, suffering from minor ailments, for treatment at the nearest dispensary, where a record of treatment given should be maintained in a special register. In the case of pupils suffering from diseases of a more serious nature, the Medical Inspectors should take such pupils on prescribed days to the specialists, attached to the premier hospitals for treatment. In mofussil places, the local Doctor, who is also the Medical Inspector, should himself treat the pupils and maintain in his dispensary a record of such treatment and in cases where special treatment is found to be necessary, he should advise the parents as to the places they have to go for such special treatment. To devise and adopt suitable up-to-date methods for placing medical inspection of schools on an efficient basis, one of the Medical Inspectors of schools, was deputed to England to study the system of medical inspection of schools obtaining there. He has returned and his report is under consideration.

Owing to the continued financial depression, it is unfortunate that the operation of this highly desirable scheme had to be stopped in Girls' Schools and curtailed in mofussil places. During the year 1931-32, the scheme was working in the two Cities and in 15 other Taluk Headquarters, as against more than 60 centres in the previous year. The total number of students inspected in the operative areas has, however, shown an increase as detailed below :—

Year	Number on roll	Number of pupils examined.
1928-29	12,448	10,631
1929-30	11,459	8,327
1930-31	12,657	9,549
1931-32	18,099	14,150
1932-33	19,758	16,447

To have a well-equipped school clinics in connection with every school with a strength of 500 pupils or more with a full-time Medical Officer attached to it, so that most of the diseases in pupils, which are of a chronic nature, may have the required long and continuous treatment, without entailing daily visits to hospitals on the part of pupils; to provide each mofussil place with a Medical Officer and a Central School Clinics for the treatment of all pupils in the locality; to co-ordinate the work of a trained Physical Instructor with that of the Medical Inspector, with a view to adjusting the physical culture activities of a school to different temperaments and standards of health of its pupils; to have a Central Medical Officer attached to the Office of the Director, to direct and control all school medical work in the State; to organize periodical meetings of all those concerned in the up-bringing of a pupil—parents, teachers, medical inspectors, and physical instructors—to concert measures for the improvement of the physical condition of pupils on sound lines, and to find funds, if necessary to give relief to poor pupils in the shape of glasses or special nourishment recommended in cases of malnutrition—these are some of the questions, which the Department hopes to solve under more favourable financial conditions.

2. RELIGIOUS AND MORAL INSTRUCTION.

For some time after the rendition, the policy of non-intervention in religious matters, adopted owing to the diversity of religions and sects in India, led to the exclusion of all direct religious and moral teaching from Government Schools. The natural result of a such policy was that the direct influence of schools in moulding character had failed, and hence, it was urged from time to time that, in a country where the bulk of the people have a religious bent of mind and where religion and morality are closely inter-related, it was necessary to provide for religious and moral teaching, as the spread of Western Education on the lines then adopted had a tendency to weaken the effect of religious and moral influences on the formation of character, and result in the training of the intellect at the expense of the religious and moral faculties.

The question of imparting direct religious and moral instruction in the schools of the State was, therefore, taken up by the Inspector-General of Education, and a scheme of religious and moral instruction in schools, prepared by him was adopted in the year 1908. The scheme aimed entirely at the teaching of higher ideals of life and conduct without bringing the teaching into clash with the religious sentiments of the various communities, and was confined to Government institutions, where attendance at these classes was made optional. Provision was also made for imparting religious instruction to Non-Hindu pupils, if their number was more than 20.

The working of the scheme for over a decade showed, however, that it had not been a complete success, and it was pointed out that though Government had in their orders provided for religious teaching of Hindu pupils, the steps taken to give effect to the orders had been inadequate and that latterly all religious instruction had been practically abandoned in Government schools, though moral instruction continued to be imparted in Middle and Primary schools.

In connection with the Memorandum on Education, the subject of direct religious and moral instruction received detailed consideration at the hands of the Public, the Conference of Education Officers, and the Board of Education. While some were of opinion that direct religious and moral instruction could not be arranged for satisfactorily in Government Institutions in view of the diversity of sects, there was a large majority who held the view that religious and moral instruction should be made an integral part of the course of studies in schools, that suitable text-books, for imparting instruction in Hindu religion on broad and unsectarian lines to Hindu pupils, should be prepared so as to suit the several grades of schools, that provision should be made for training teachers to teach religion and morals in the various Normal schools and Colleges, and that due facilities should be given in all educational institutions to arrange for lectures on religion and morality on unsectarian lines. The Conference of Educational Officers held the opinion that it would be impossible for the State to conduct religious education, and therefore recommended that facilities might be given to people interested in religious

education to hold classes outside school hours, but within the school precincts, the attendance of pupils being voluntary. The views of the Board of Education were as follows :—

"As regards ordinary schools, the teaching of religion either as an abstract or metaphysical subject or as a set of dogmas acceptable only to a particular sect or community should be avoided and the schools should be content with the teaching of sound morals, based upon a religious spirit of reverence and devotion, leaving the religious spirit thus produced to develop in later life into a desire for regular study of Theology according to their individual or communal professions or convictions. There should be in the class room no regular teaching or any discussion, but there should be on the part of the teachers only reading, explaining, and illustrating such stories and incidents from sacred books as are acceptable to all Hindu communities and likely to find reverential hearing on the part of the students. As regards the Normal schools, teachers under training should be trained in a knowledge of the fundamental principles of Hindu religion based upon a broad and catholic basis, so that there may be in the course of some years a sufficient number of teachers, not only to teach morality on a religious basis, but also to teach religion on a broad and unsectarian basis. Passages may be selected from the Vedas, the Gita, Ramayana, Mahabharata, and various Puranas, dealing with the lives of great heroes, sages, saints, etc., and also beautiful sayings and verses, and a series of reading books prepared in three grades for Primary, Middle, and High Schools."

Government were in general agreement with the foregoing views of the Education Board and directed the Inspector-General of Education to work out a scheme on the above basis in consultation with the Board of Education. Option was given to parents who objected to such teaching on conscientious grounds to obtain for their children an exemption from attendance at the class by application to the Head master of the school, and to facilitate the exercise of the option thus accorded, religious instruction was ordered to be imparted either in the first or last hour of any working day and attendance at these classes, to be voluntary and not to count for term certificates. In pursuance of the above orders, the Inspector-General constituted Committees to select and suggest suitable text-books useful for moral instruction in Primary and Middle schools, and the syllabuses as approved by Government in their Order, dated 27th February 1923, were adopted. Two periods a week were also set apart for the narration of moral tales in Primary and Middle schools. Direct moral instruction was dropped in High schools. On account of pressure of examination subjects and on other practical considerations in High schools it was held that the importance of moral virtues could be impressed upon the students indirectly while teaching the various subjects, that the home, the school, and its other activities like games and scouting offered good opportunities for moral training, and that a good teacher held himself always more responsible for training the pupils in character than for any other obligations laid upon him.

In the year 1929-30, a Special Committee was appointed to draft syllabuses in moral instruction including Civics for use in Middle and High school classes. These syllabuses, which were revised in the light of criticisms offered by the members of the Text book Committee, have been submitted to Government for sanction.

As regards religious instruction, the question as to whether it should be imparted in schools is yet under the consideration of Government, and a final solution has yet to be found. School activities in this direction have been restricted so far to the assembling of boys in the school hall and making them recite some general prayers before the classes begin their day's work.

3. PUBLICATION OF BOOKS AND ENCOURAGEMENT TO AUTHORS

The publication in Kannada of books of modern interest and practical value and the encouragement of such books published by non-official agencies in the State are matters of vital interest to the Department, which has made energetic endeavours in this direction. Though the period of review has been one of financial stringency, yet, judging from the large number of books and periodicals published, it is gratifying to note that there has been a good deal of literary activity in the State. The number of books published by the non-official agencies has steadily been on the increase as will be seen from the following table, which shows the number of books

received for patronage during each of the years, all of which have been reviewed by the members of the various Sub-Committees of the Text-Book Committee:—

Year					Number of books received for patronage.
1922-23	...	...	...	...	282
1923-24	...	...	...	...	471
1924-25	...	...	...	...	735
1925-26	...	...	...	...	988
1926-27	...	...	...	...	897
1927-28	...	...	...	...	592
1928-29	...	...	...	...	572
1929-30	...	...	...	...	955
1930-31	...	...	...	...	509
1931-32	...	...	...	...	387

The Education Department also has been publishing text-books suitable for various classes and written by competent scholars, whenever such a course is considered desirable.

In addition, Government have also encouraged the production of literary works, by setting apart funds to the extent of Rs. 4,000 or more every year for the encouragement of authors. The books and journals purchased by the Director of Public Instruction out of this provision, are distributed among various school libraries. Further, Government have in their Order, dated 27th March 1924 issued rules regarding the utilisation of a portion of the income from the Devaraj Bahadur Charity Funds towards the encouragement of Sanskrit and Vernacular Literature. In accordance with these rules, notifications have been published since then inviting authors to compete for the Devaraj Bahadur Literary Prize Competition. Printed books and manuscripts in Kannada and Sanskrit, received in response to the notification are reviewed by a Select Committee, on whose recommendation two prizes of Rs. 500 and Rs. 200 are generally awarded each year by the Director.

4. TEXT-BOOK COMMITTEE.

The Text Book Committee, whose main work lies in the selection and preparation of text-books for schools, was first formed in the year 1892, and has since then continued to function, the Committee itself being reconstituted every three years, the last one being from 1st December 1932. The Committee consists of 46 members with the Director of Public Instruction as President, the Deputy Director of Public Instruction, Headquarters, as Vice President, and the Kannada Translator of the Department as the *ex-officio* Secretary. It is divided into the following 14 Sub-Committees for dealing with particular classes of text-books:—

1. The English Sub-Committee.
2. The Kannada Sub-Committee.
3. The Urdu Sub-Committee.
4. The Tamil Sub-Committee.
5. The Telugu Sub-Committee.
6. The Sanskrit Sub-Committee.
7. The Hindi Sub-Committee.
8. The Science Sub-Committee.
9. The Mathematics Sub-Committee.
10. The Methods of Teaching Sub-Committee.
11. The History and Geography Sub-Committee.
12. The Physical Culture Sub-Committee.
13. The Religious and Moral Instruction Sub-Committee.
14. The Girls' Education Sub-Committee.

These Sub-Committees consider individual books and make recommendations to the Text Book Committee or its President. They also indicate how far the existing text books require revision and the lines on which they are to be revised.

5. LIBRARIES.

During the period of review, the Library Organization consisted of the following sections:—

- (a) Education Library.
- (b) School Libraries.
- (c) The Public Libraries in the Cities of Bangalore and Mysore.
- (d) District, Rural, and Village Libraries.

The first two are under the control of the Department of Public Instruction and as regards the others, Government have considered it essential that, as far as possible, their development and working should be left to local agencies, as the popularity and usefulness of the libraries depend entirely on the extent of the co-operation and enthusiasm, which such institutions are able to command from the local public. The Public Libraries in the Cities of Bangalore and Mysore are under the efficient management of responsible Committees, while the District, Rural, and other Urban Libraries are managed by 'Advisory Committees' consisting of both elected and nominated members.

The development of libraries had a set back during the period owing to financial stringency, resulting in the reduction of grants by 25 per cent to several of them.

(a) EDUCATION LIBRARY.

The Education Library is located in the Office of the Director of Public Instruction, to which it is attached. Books are lent to Departmental Officers and teachers. Books on various topics are added on every year to the stock on hand and periodically old books are weeded out by being supplied to various Government Institutions, or otherwise disposed off. The following table shows the stock of books and the number of books issued during the period under review:—

Year			Number on hand	Number issued
1922-23	...	...	11,905	447
1923-24	...	...	7,430	642
1924-25	...	...	8,008	1,184
1925-26	...	...	8,371	1,312
1926-27	...	...	8,131	1,486
1927-28	...	...	7,086	1,643
1928-29	...	...	7,004	1,776
1929-30	...	...	7,275	1,783
1930-31	...	...	4,472	1,534
1931-32	...	...	5,240	300

To enable Inspecting Officers to keep in touch with modern educational developments, as well as to give a general background to modern educational ideas and ideals, educational books worth about Rs. 350 were purchased during several years under report and distributed among them, except to those at Bangalore, who enjoy easy access to the Education Library. Journals such as- (1) The Times Educational Supplement, (2) The Progress of Education, and (3) The Educational Review, were subscribed for out of special grants sanctioned by Government and circulated among the Inspecting Officers of each district.

(b) SCHOOL LIBRARIES.

These libraries are attached to particular grades of institutions for the use of students and teachers and are not open to the public. Small annual allotments are made from the Departmental Budget for distribution among High, Middle and Normal Schools of the State. These allotments supplemented by the amount of Library fee collected from pupils are utilised to replenish the libraries with up-to-date books.

(c) THE PUBLIC LIBRARIES OF BANGALORE AND MYSORE.

The City Libraries were started in the year 1914-15 under the direct control of Government and continued to be practically Government Institutions till they were registered in the year 1920, with a new constitution under the Mysore Societies' Registration Regulation, and converted into aided institutions, each managed by a strong Committee of 15 members, eight of them being nominated by Government and the rest elected from among the subscribers. The library at Bangalore is located in Sir K. Seshadri Iyer's Memorial Hall and that at Mysore, in the Chamarajendra Technical Institute. Membership of the libraries is open to the public on payment of a small fee, and a section of the Reading Room attached to the libraries is open to non-members also. The progress of these libraries during the period of

review will be seen from the following tables, the amounts given under items 2, 3 and 4 being to the nearest rupee :—

Public Library, Bangalore.

Particulars	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Number of Members	550	569	684	795	799	904	1,055	920	1,091	1,169
2. Amount of Subscription in rupees.	6,092	6,491	6,843	7,640	8,021	8,712	8,799	8,115	8,642	8,179
3. Total income in rupees	12,238	13,895	14,952	13,715	14,662	15,451	16,227	14,187	14,250	15,519
4. Total Expenditure in rupees	10,762	11,580	14,311	13,560	14,208	14,773	14,160	16,007	14,865	15,349
5. Total number of books	10,774	10,525	12,002	12,848	13,841	15,094	15,565	15,993	17,561	18,768
6. New accessions	2,325	539	1,272	1,006	1,111	1,247	836	633	1,785	1,207
7. Number of books issued	59,278	57,164	60,634	66,069	64,295	72,043	74,995	73,849	75,545	74,348
8. Periodicals										
} Indian	67	72	73	70	89	108	105	98	86	74
} Foreign	53	63	58	60	49	41	34	56	63	64
9. Number of visitors	86,772	87,861	87,905	88,092	86,847	88,508	89,753	96,162	88,282	88,261

Public Library, Mysore.

Particulars	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Number of Members	153	169	153	135	138	146	142	155	139	148
2. Amount of subscription in rupees.	2,050	1,747	1,636	1,551	1,633	1,802	1,700	1,638	1,562	1,712
3. Total Income in rupees	7,525	5,580	6,570	6,902	6,452	6,404	7,897	6,952	7,087	5,179
4. Total Expenditure in rupees	7,278	4,287	4,979	5,162	5,156	5,198	6,571	6,489	6,036	4,929
5. Total number of books	9,030	8,671	8,854	8,460	8,715	9,053	9,197	9,229	9,284	9,384
6. New accessions	322	123	183	102	255	338	329	248	155	168
7. Number of books issued	41,931	33,433	27,137	28,728	35,670	30,361	44,024	32,991	30,863	36,904
8. Periodicals										
} Indian	73	57	54	47	46	59	61	53	55	27
} Foreign	41	30	27	24	26	25	24	24	21	10
9. Number of visitors	85,321	76,082	56,965	71,751	95,461	108,701	132,820	141,078	133,030	139,416

(d) DISTRICT, RURAL, AND URBAN LIBRARIES.

To develop the scheme of public libraries in district, taluk, and rural areas, as a means of spreading enlightenment among the masses, the Education Committee of the Economic Conference recommended that local initiative might be encouraged by a definite scale of grants towards initial equipment, maintenance, etc. The liberal scale of grants, sanctioned by Government, gave an impetus to the starting of such libraries in various centres. The administration and control of these libraries was vested in Advisory Committees in District and Taluk places, and in Committees consisting of five principal residents in villages. Most of them received grants-in-aid from Municipalities, District Boards, and Village Panchayets, the collections from subscription being very small. Some of them stocked Kannada books, while others had Kannada, English, and Urdu books. During the year 1931-32, there were 20 of such libraries working under the control of the Department, which countersigned their grant-in-aid bills.

For the extension of the scheme of libraries, specially in rural areas, a sum of Rs. 750 was usually provided. During the year 1925-26, the provision was raised to Rs. 1,500 and since then, there has been no addition to the budget provision made for the purpose. On the other hand, in accordance with the general reduction of grants-in-aid by 25 per cent, the grants to these libraries are being now paid at the reduced rates.

6. GOVERNMENT CENTRAL BOOK DEPOT.

The Government Central Book Depot was started about 62 years ago as an adjunct of the Education Department, for being a central institution for the stocking of text-books and articles of school appliances and for the distribution of the same to the schools in the State. This work the Depot did efficiently by having Branch Book Depots established at almost every Taluk and Hobli Headquarters, so that books and appliances were distributed through them, free of postage, on Mysore Government Service, so as to reach the remotest part of the State readily. The sale of Official Publications also was subsequently entrusted to the Depot.

Later on, private book-sellers, who wanted to become agents of the Central Book Depot for the sale of educational Text-books, were permitted to become agents under certain conditions and on offering a security deposit, and these private agents took the place of Branch Depots, wherever they were started. Thus the number of agencies and branch depots steadily increased from year to year, and their indents were executed promptly and satisfactorily by the Depot. In the year 1927, the

privilege of sending books to Agents on Mysore Government Service was taken away, and as the cost of sending books by post was prohibitively high, being little over Rs. 2 for every ten rupees worth of books, the Agencies developed only in places having railway connection, while Branch Book Depots increased in the interior part of the State, not served by the railway. During the year 1928-29, the Agents at District Headquarters were permitted to take up the agency for the sale of Official Publications also, on the same security deposit, offered by them for the sale of Departmental Publications.

To encourage private enterprise, Government were pleased, during November 1930, to approve of the printing and sale of six Text-books being entrusted to the Bangalore Printing and Publishing Company, in addition to the four books entrusted to them for printing under contract.

The stocking and distribution of a fairly great portion of the stock of the Depot was thus transferred to the Bangalore Printing and Publishing Company, and the Central Book Depot itself, which was situated in the Fort, Bangalore City, was transferred to the Government Press Buildings in March 1932, the staff of the Depot being placed under the control of the Superintendent, Government Press, Bangalore.

The Depot now stocks for sale all Educational Publications, excepting the ten publications entrusted to the Bangalore Printing and Publishing Company, Official Publications of Government and the several Departments, a few University and Palace Publications, and the High Court Reports.

The following statement gives the statistical information regarding the total stock and sales as also the quantity of work turned out during the ten years from 1922-23 to 1931-32, the amounts given being nearest to the rupee:—

Particulars	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Number of Agencies and Branch Depots.	90	110	104	126	122	130	140	156	157	166
2. Total stock in rupees	270,765	425,447	424,866	406,761	340,701	377,309	412,125	461,649	444,058	573,438
3. Total sales in rupees (Not realised).	65,743	80,228	16,805	92,699	87,865	98,560	90,640	59,236	68,941	49,966
4. Cost of books supplied to Government Offices and Schools.	20,077	59,485	52,030	43,636	51,132	42,794	33,831	40,719	46,958	10,726

7. THE GRANT-IN-AID SCHEME FOR SCHOOLS AND HOSTELS.

(a) GRANTS TO AIDED SCHOOLS.

The policy of the State has always been to welcome private agencies to supplement the activities of the Government in all the grades of Education and the Government are pleased to allot annually a sum of money for distribution as grant-in-aid to schools and other educational institutions under private management, which impart sound secular instruction, subject to certain conditions. The institutions in receipt of aid render themselves subject to Departmental inspection and are required to follow the approved courses of studies and conform to Departmental rules and circular instructions issued from time to time.

Under the Mysore Educational Grant-in-aid Code of 1914, grants were permissible for various educational purposes such as (a) maintenance of schools, (b) expenditure on school or hostel buildings, (c) payment of stipends to teachers under training, (d) purchase of equipment, physical appliances, etc. Rates and conditions on which grants were to be paid to various kinds of institutions, namely, Elementary, Anglo-Vernacular and High schools, Night schools, Industrial schools, and other special institutions, were also laid down. In order to remove certain disadvantages that aided institutions laboured under the above grant-in-aid rules, a few amendments were later on made (1) to provide for grant on account of menial establishment, grants for hostels and for Normal Training schools attached to Aided Institutions, (2) to permit aided institutions to grant freeships in Middle and High schools up to 20 per cent, and (3) to increase the grants to the extent of the actual loss of fee income sustained by such aided institutions as abolished fees in Middle school classes, consequent on the abolition of fees in the Government Middle schools.

The Grant-in-aid Code of 1914, with the amendments subsequently made was still found to be defective in certain ways. The rules provided, in the case of Primary schools, for a fixed grant towards the pay of the teacher and a grant per pupil, and, in the case of Anglo-Vernacular and High schools, for a grant which may ordinarily be equal to the entire excess of expenditure over income.

The fixed salary grants to Primary schools were no longer adequate in view of the increased salaries required to be paid under existing conditions. But the main defect of the existing rules was that they admitted of schools being started with no sources of income other than the Government grant and school fees levied. To prevent the starting of 'Venture schools' and to ensure that a fair proportion of the cost of maintaining the aided schools was borne by the management, grants to Anglo-Vernacular and High schools were assessed generally at half the excess of expenditure over fee-income but there were numerous cases in which the Government paid, in accordance with the rules, grants equal to the entire excess of expenditure over income, such income frequently being the fee income. The abolition of fees in Middle schools, sanctioned in Government Order No. 6634-5—Edn. 357-19-1, dated 23rd January 1920, further complicated the problem by throwing upon Government the liability of compensating aided schools for the loss of fee income. In the case of schools with no income except fee income and the Government grants, the result was that such schools were practically maintained solely by Government. The rules did not also afford any inducement for the employment of trained teachers in aided schools.

As stated in the Memorandum that the grant-in-aid Code would be carefully examined with a view to adapting it to suit altered conditions, the question of suitably revising the code was referred to the Board of Education, and the main features of the revised rules, which were approved by Government in their Order No. 4557-8—Edn. 188-19-19, dated 19th May 1922, and which came into effect from 1st July 1922, were:—

(i) that a minimum income from endowments, subscriptions, etc., of a permanent nature, sufficient to meet one-fourth of the total expenditure should be contributed by the aided agency ;

(ii) that salary grants equal to half the pay may be given to trained teachers, the grant being reduced by 25 per cent in the case of untrained teachers ;

(iii) that in addition to salary grants, ordinary grants may be given to meet the excess of expenditure over income where necessary ;

(iv) that existing aided schools, having less than the minimum income may be allowed a period of three years, within which to comply with the rule regarding minimum income from endowments, etc.

In submitting proposals for the revision of grants of the several Aided Middle and Primary schools, the Inspector-General of Education, in his letter No. H. C. 475-24-25, dated 29th April 1925, brought to the notice of Government that some difficulties were felt in the application of the rules regarding minimum income to be contributed by the aided agencies, which also applied to the schools already in existence, only after the expiry of three years. It was pointed out that missionary agencies had not allotted separate endowments for individual schools under their management, and that the expenses incurred on account of the schools were drawn from a consolidated mission fund ; that schools under the management of private bodies, had failed to secure the minimum income required by the rules within the period of three years, expiring on the 30th June 1925, and that, if the said rule was strictly enforced, most of them would not be eligible for any grant from 1st July 1925. The Inspector-General of Education recommended therefore that, in view of the importance and usefulness of aided institutions, the operation of the rule might be suspended for a further period of two years and that the revised grants fixed on the assumption that the income from endowments, subscriptions, etc., of a permanent nature was one-fourth of the total expenditure admissible. Accordingly in the statement of revised grants submitted by him, the ordinary grant admissible was generally calculated at three-fourths of the total admissible expenditure, less the salary grant admissible.

On a careful consideration, Government were pleased to approve generally of the proposals of the Inspector-General of Education for the revision of grants with effect from 1st July 1925, the extra cost of Rs. 10,090, over and above the existing provision, being met by re-appropriation of sanctioned grants of the Department under other heads. They further directed, that in view of the fact that every aided school got a Government grant equal to three-fourths of the authorised expenditure, the authorised expenditure of each school should be thoroughly scrutinised, special care being taken to see that the supervision, the staff, the library, equipment and other charges were legitimate and satisfactory, and neither above nor below a reasonable standard. The above directions of Government are being still followed.

(b) GRANTS TO HOSTELS.

The Grant-in-aid Code, revised by Government in the year 1922, regulated also the grants paid to Government and private hostels. In the case of Government hostels, it was ordered that the establishment, equipment, and rent should be borne entirely by Government, a nominal rent being charged from the boarders. In the case of private hostels, the revised rules provided for the grant of one-third of the cost of articles of furniture and equipment of hostels; one-half of the pay of the Warden not exceeding Rs. 10 per mensem; half the estimated cost of construction or purchase of buildings not exceeding Rs. 25,000, subject to the condition that the plan of the building should be approved by the Education Department and that the hostel should be under Departmental supervision; and one-half of the reasonable rent in the case of hostels located in private buildings, such grant not exceeding Rs. 2 per boarder per mensem. In the case of hostels attached to training institutions, and hostels intended for girls and pupils of the Depressed Classes, provision was made for increasing the grant up to the full cost of establishment and rent. In accordance with the revised rules, the grants of 22 private hostels were revised at an extra cost of Rs. 97½ per annum with effect from 1st July 1923. These liberal concessions have given an impetus to private enterprise in the opening of a large number of aided hostels.

During the year 1924-25, the question of improving the working of students' hostels was examined both by the Department and the Board of Education. In many of the hostels, the arrangement for the supervision of studies, discipline, and conduct of the boarders was very inadequate and provision for satisfactory superintendence having been considered to be a matter of vital necessity, educational supervisors were appointed as an integral part of the hostel organization, to be replaced later by resident Wardens. Generally a teacher of the local Government school with qualification and status, which would command the respect and confidence of the boarders, was selected as educational supervisor and the full cost thereof not exceeding Rs. 20 per mensem was met by Government. Unfortunately the question of replacing educational supervisors by resident wardens could not be effected for want of suitable quarters for the warden. Care was, however, taken to see that due provision was made for such quarters in the case of new hostels, for whose construction grants were made. In the year 1931-32, the posts of educational supervisors were temporarily retrenched, as the result of which the duty of educational supervision has devolved on the management of each hostel. The grant payable towards the salary of the warden or manager has since been fixed at a maximum of Rs. 7-3-0 per mensem.

All the Government hostels are under the supervision of the Head Masters of the respective schools and there is a Committee of Management consisting of influential gentlemen of the locality for every hostel, Government or Aided. The duties of the Committees are to manage and exercise general supervision, collect and maintain a reserve fund, regulate admissions, and to maintain discipline among boarders and servants. During the year 1926-27, the Committees of Management were reconstituted and a new Board of Visitors was appointed to each hostel.

8. BOARD OF EDUCATION.

The Board of Education which was an integral part of the Mysore Economic Conference was started with the object of associating men of enlightenment, public spirited citizens and others, with the Officers of Government in deliberations and activities connected with education. The Board met four times in a year and at the first meeting every year, several sub-committees were appointed to consider special questions on the programme for the year, drawn up by the Secretary in consultation with the Chairman. The proceedings of the sub-committees were further considered by the Board and the resolutions passed by the Board were submitted to Government for consideration. Many of the schemes sanctioned by Government for the education of the rural population were the outcome of the recommendation made by the Economic Conference, and most of the proposals, relating to questions of policy and development recommended by the Department, were invariably referred to the Board for opinion, before final orders were issued.

At the numerous District and Taluk Conferences held under the auspices of the Economic Conference, an Educational Conference formed an invariable feature,

which tended to promote the sense of mutual accommodation and of co-operation between the Education Department, other Departments, and the public. The united efforts of the different agencies in the cause of education, namely, the Education Department, the Revenue Department, and the Economic Conference, resulted in the improvement of a large number of existing institutions, in the opening of a number of new schools and in creating a keen interest in the minds of the rural population in their own material and moral improvement. The activities of the economic Conference and the Board of Education, which were of a great help to the Department in the spread of education, have been suspended from July 1931, under the general scheme of retrenchment, consequent on present financial difficulties.

9. SCOUTING.

(a) THE BOY SCOUT MOVEMENT.

After preliminary discussions, the Education Committee of the Economic Conference passed a resolution regarding the introduction of the Boy Scout Movement as an experimental measure in the Cities of Bangalore and Mysore. On the recommendation of the Education Committee, Government in their Order, dated 3rd October 1917, were pleased to sanction the introduction of the movement in some of the schools at the District Headquarters in the first instance, and its gradual extension later on into all the schools in the State. At first the operations of the movement were, therefore practically restricted to Government High schools at District Headquarters and Taluk centres. Being intensely popular with the students and the teachers, the movement penetrated deeper and deeper and has now spread itself all over the State. The movement has eminently succeeded in its aims to develop good citizenship among students by the formation of their character and to create an atmosphere of goodwill, wherein it has been possible for them to grow up in mutual love and service, free from all sectarian and communal feelings.

(b) ORGANIZATION.

The Government in an order, dated 19th July 1918, created a Headquarters Council and an executive Committee to encourage, supervise and control the Boy Scout activities in the State and vested the administration of the movement with the Council and the Committee, the president of the Council being H. H. the Yuvaraja of Mysore, and the Chairman of the Committee, the Director of Public Instruction. H. H. the Maharaja of Mysore continues to be the Patron, H. H. the Yuvaraja, the Chief Scout of Mysore and Prince Jayachamaraja Wadiyar, the Chief Cub. From the very inception of the Movement in the State, which has since been affiliated to the Indian Headquarters, Mr. Justice K. Shankaranarayana Rao has been the Chief Commissioner.

At present, there are ten Scout Districts covering the whole State, each with its own District Council and District Scout Commissioner for internal administration. Each District holds its annual training camps for scouting and cubbing, and most of them have their annual District Rallies. Seven State Rallies, each arranged at an interval of two years, have been held in the different Districts and three members of the Scout Association represented the Mysore Boy Scouts at the Jamboree held in 1933 at Godollo, near Budapest.

(c) PROGRESS.

The Progress of Scouting in the State may be seen from the following statement:—

				1932-33	1927-28	1932-33
Cubs	...	...	...	48	480	3,239
Scouts	...	...	...	2,924	4,250	5,386
Rovers	...	...	...	160	650	1,114

With very few exceptions, all the Cubs are from Primary Schools, whether they are in 'Controlled' or 'Open' groups or packs, and likewise, all the Scouts are from the Middle, and High schools, while the Rovers are mainly from the Colleges, though a fair proportion of them are from High schools and Institutions like Mills, Hostels, etc.

The commendable progress the movement has made in the state is in no small measure due to the exertions of the first two Directors and their successors, the two successive Organizing Scout Commissioners, who have been responsible for the work of the Headquarters Organization.

(d) PUBLICATIONS.

The Boy Scouts of Mysore have published a few books and several pamphlets in Kannada and English and one or two books in Urdu. The official magazines of the Association are the "Mysore Scout" in English and the "Mysore Makkalu" in Kannada.

(e) FINANCIAL.

The main source of income of the Boy Scouts of Mysore, as at present, is Rs. 16,500 from Government, through the Department of Public Instruction, and an anticipated income of Rs. 2,000 made up of interest on Bank Deposits and Government securities, and income derived by the sale of books, magazines, badges, etc. The different Scout Districts get grants annually from the Scout Budget, which is supplemented by grants from Local Bodies and individual subscriptions.

(f) TROPHIES AND COMPETITIONS.

Under the auspices of the Mysore Boy Scout Headquarters, the following trophies are competed for, at stated intervals :—

1. The Sri Krishnarajendra All-India First Aid Mace.
2. His Highness the Maharaja's Flag.
3. His Highness the Chief Scout's First Aid Trophy.
4. Reddy Public Service Shield (for Public Service.)
5. Vittal Rao's Signalling Cup (for both Morse and Semaphore).
6. Ambujamma's Shield for Cubs.
7. Sri Jayachamarajendra Silver Totem Poles for Cubs.

(b) THE GIRL GUIDE MOVEMENT.

One other important feature of the working of the Vani Vilas Institute, the Maharani's High School, and several other girls' schools was the formation of Girl Guide Corps, attended by girls of all communities and as units of the Mysore Girl Guide Movement, of which His Highness, the Yuvaraja of Mysore is the Patron, Her Highness the Yuvarani, the Chief Guide, and Mrs. Mirza M. Ismail, the Chief Commissioner. The Girl Guides went through and successfully passed, courses in child-nursing, sick-nursing, first aid and other subjects, not included in the school curriculum. During the year 1928-29, Government were pleased to sanction a sum of Rs. 500 to be distributed between the two schools, towards the cost of equipment of the Girl Guides.

The Girl Guide Movement in the State was re-organized during the year 1932 from which time, it has made a steady progress in all directions and a large number of new companies and Flocks have been started. There are now 27 Guide Companies, seven Ranger Companies, and about eight Flocks. In all, about 951 girls are enrolled Guiders, Guides, Rangers and Blue Birds. Badge work was keenly competed for, and a number of badges have been awarded.

Four Training Camps were organized with great success, two of which were entirely conducted in Vernacular, for the benefit of Guiders and Guides who did not know English. Vernacular companies are being started, but the work is slightly hampered, though temporarily, for want of a sufficient number of trained Guiders who could speak both English and the Vernacular. Two Rallies were held at Bangalore and at Mysore. The Chief Guide was present at the latter held on 27th November 1933 and enrolled Companies and Flocks. Ten Guiders during 1932 and eight in 1933, were sent to the Ooty Training Camp, conducted by the Young Women's Christian Association.

The Rules and Bye-laws have been translated into Kannada and Urdu for the use of the Vernacular Guiders and three Guide books are being translated into Kannada.

The Government have sanctioned an annual grant of Rs. 2,800 towards the expenses of the Movement.

The powerful appeal which the Scout Movement has made to boys and girls at the most impressionable stage of their career has been properly controlled and guided so as to develop in them those noble qualities of service, sacrifice, self-help, loyalty, and obedience, which are so essential to a good citizen. The records of the Mysore Boy Scouts bear ample testimony to their eagerness and capacity for helping people in difficulties and for social service generally. The Boy Scout Movement and its counterpart, the Girl Guide Movement, have come to stay as potent factors in the efficient training of the boys and girls in the State.

CHAPTER XIV.

UNIVERSITY EDUCATION.

1. INTRODUCTORY.

THE University of Mysore, which was inaugurated on 22nd July 1916, was the first to be founded in an Indian State and also the first among the three new Universities established in Southern India during recent times as offshoots of the older Federal University of Madras. In the first year of its inauguration, there were, as its nucleus, only two constituent State Colleges, which had for over twenty-five years stood affiliated to the Madras University. During the year 1917, two other Colleges, the Maharani's College, Mysore, and the Engineering College, Bangalore, were brought under its control. In the year 1924-25, the Medical College was started, so that there are now five Constituent Colleges.

The Mysore University started with a one year Post-High School Course, which was under the management of the Department of Public Instruction till 1st July 1927, the role of the University being confined to recognition of High Schools for the purpose of conducting these classes, and of holding the 'Entrance Examination' at the end of the course. Successful students then entered upon a three year course for the Bachelor's Degree in Arts, Science, Engineering, or Commerce.

The Mysore University Regulation V of 1916 was amended in 1927 so as to provide for the institution of an Intermediate Course as part of the University Course, and the establishment of Intermediate Colleges managed directly by the University. The Intermediate Course extends over a period of two years with a public examination at the end of the course, only after passing which a candidate can enter upon a two-year B.A. or B.Sc. (Pass) course or a three-year B.A. or B.Sc. (Honours) Course in the Faculty of Arts or of Science.

The University is in the fullest sense a teaching institution. The Colleges of the University are owned and managed by the University itself, and no part of its work is done in 'affiliated' institutions. The Colleges of the University are situated at Mysore and Bangalore, and in addition to them, there were six Intermediate Colleges, four for men at Mysore, Bangalore, Tumkur and Shimoga, and two for women, one at Bangalore and the other at Mysore. The Intermediate Colleges for men, maintained at Tumkur and at Shimoga have been given up, they having proved to be not sufficiently popular.

The question of constitutional re-organization of the University was considered by the University in the year 1929 and proposals to amend Regulation V of 1916, were submitted to Government in the second half of the decennium. The proposals, which were under the active consideration of Government, were sanctioned towards the close of the decennium and Regulation III of 1933 has replaced Regulation V of 1916 as amended from time to time. Under the new scheme, an Academic Council is instituted, in addition to the Senate and the University Council, which were the two governing bodies of the University.

The University has certain features, which distinguish it from the older Indian Universities. The Vice-Chancellor is a full-time Officer and the executive head of the University. The Colleges are adequately represented in the University Council, in the Senate, and in the Academic Council. Great emphasis is laid on the study of Kannada and other vernaculars in the State, and special attention is paid to the classical languages Sanskrit, Persian, and Arabic.

The University is State-supported, except for the income derived from fees and from special endowments for the award of prizes and scholarships. For purposes of representation on the Representative Assembly and the Legislative Council, the University is recognised as a constituency, and is represented by one member on the Representative Assembly and one on the Legislative Council, the former being elected by a Joint Electorate of Fellows and registered Graduates and the latter by Fellows and registered Graduates of seven years' standing. The University was also returning one member to serve on the Board of Education, till July 1931, when the activities of the Mysore Economic Conference, of which the Board formed an integral part, were suspended under the general scheme of retrenchment.

2. THE UNIVERSITY ORGANIZATION.

CHANCELLOR.

His Highness Sri Krishnaraja Wadiyar Bahadur, G. C. S. I., G. B. E., Maharaja of Mysore, is the Chancellor, and the highest controlling authority of the University.

PRO-CHANCELLOR.

The Chancellor may at any time appoint a Pro-Chancellor to exercise such powers and functions of the Chancellor as may be delegated to him by the Chancellor. The Pro-Chancellor will, in all public functions connected with the University, take rank and precedence immediately after the Chancellor. His Highness Sri Kautirava Narasimharaja Wadiyar Bahadur, G. C. I. E., Yuvaraja of Mysore, is the Pro-Chancellor.

AUTHORITIES AND OFFICERS.

The authorities and officers of the University include—

- (a) The Vice-Chancellor,
- (b) The University Council,
- (c) The Senate
- (d) The Academic Council,
- (e) The Faculties and their Deans,
- (f) The Registrar, and
- (g) Such other authorities and officers as may be provided for in the ordinances.

(a) *The Vice-Chancellor.*—The Vice-Chancellor is appointed by and holds office during the pleasure of the Chancellor. He takes rank in the University next to the Pro-Chancellor and is the *Ex-officio* Chairman of the Senate, the University Council, and the Academic Council. He is the principal executive and academic officer who, in the absence of the Chancellor and the Pro-Chancellor, presides over the Convocation and confers Degrees. The Vice-Chancellor exercises general supervision over the educational arrangements of the University, regulates the admission of students, maintains the discipline of the University for which he is responsible to the Council, and performs such functions and exercises such powers as may be defined in the ordinances.

At the beginning of the period of review, Dr. Brajendranath Seal, M.A., Ph.D., D.Sc., who was specially selected for the post on account of his high attainments and varied experience as an educationist, was the Vice-Chancellor and continued to hold that office till October 1929, when he went on leave preparatory to retirement from 23rd February 1930. In recognition of his eminent services to the State, His Highness the Maharaja was pleased to confer upon him the title of *Rajatantrapravina* and the Government of India also signified their appreciation by conferring Knighthood on him. Dr. E. P. Metcalfe, D.Sc., F. Inst. P., was appointed to officiate as Vice-Chancellor during the period of leave, and was confirmed with effect from 24th February 1930.

(b) *The Council.*—The Council is the executive body of the University. It consists of fifteen members and comprises (1) the Vice-Chancellor, (2) the Director of Public Instruction, (3) three Principals of the constituent Colleges, (4) three members elected by the Senate, (5) two members elected by the Academic Council, and (6) five members appointed by the Chancellor.

(c) *The Senate.*—The Senate is the principal authority of the University. It is in charge of University legislation, making statutes and approving ordinances framed by the University Council or the Academic Council. It considers the annual budget of the University and reviews the annual report. The Senate is composed of (1) the Vice-Chancellor and the other members of the Council, (2) the Registrar, (3) the Deans of the Faculties, (4) the University Professors, (5) four members elected by the Academic Council, (6) six members elected by Registered Graduates, (7) eight members elected by the Representative Assembly, (8) four members elected by the Legislative Council, and (9) others nominated by the Chancellor, up to a strength of seventy-five. There is provision besides for life members and members representing District Boards and Municipalities under certain conditions.

(d) *The Academic Council.*—The Academic Council is the chief academic authority of the University, responsible for maintaining the standard of teaching and examination in the University. It is composed of (1) the Vice-Chancellor, (2) the Director of Public Instruction in Mysore, (3) the Registrar, (4) the Principals of the constituent Colleges, (5) University Professors, Professors and such Assistant Professors as are in full charge of subjects, (6) the Superintendents of Intermediate Colleges, (7) the University Librarian, (8) the Deans of Faculties, (9) five members elected by and from the Senate, and (10) five members nominated by the Government.

(e) *The Faculties.*—There are now four Faculties, viz., of Arts, of Science, of Engineering and Technology, and of Medicine, composed of members of the Academic Council assigned to one Faculty or more and three other teachers appointed by the Academic Council.

(f) *The Registrar.*—The Registrar is appointed by Government on the recommendation of the Council and holds office for a period of three years. During the period of review, Messrs. V. Subrahmanya Iyer, B.A., B. M. Srikantia, M.A., B.L., and V. Gopalaswami Iyengar, M.A., have been the Registrars in succession.

(g) *Other Bodies.*—In addition, there are the following statutory bodies:—

- (1) Boards of Studies,
- (2) Extension Lectures Committee,
- (3) Publication Committee,
- (4) Physical Culture Committees,
- (5) Students' Residence Committees,
- (6) Students' Information Bureau.

3. SPECIAL FEATURES AND IMPORTANT CHANGES.

New courses of studies under the re-organized scheme were introduced, the main features being the institution of Intermediate Courses in Arts and Science with specialised courses for those who desired to take the Medical and the Engineering Degree, and the introduction of a Pass Degree course of two years' duration, and an Honours Degree course of three years' duration after the Intermediate. The Master's Degree can be taken one year after Honours or three years after the Pass Degree. The examination for the Master's Degree in Arts is one of four papers and a *Viva Voce* on a thesis, while that for the Master's Degree in Science is one of four papers and a *Viva Voce* with provision for a candidate to offer a thesis in lieu of two of the papers.

The policy of restricting the compulsory Second Language to be taken at the Intermediate and Degree courses to Kannada or Urdu, which was the main feature of the Re-organization Scheme, has since been given up and Sanskrit, Persian, Arabic, Tamil, and Telugu have been continued among the permissible languages that may be offered as a Second Language.

A non-examination course in Physiology and General and Social Hygiene has been included in the course of studies for the B. T. Degree in accordance with one of the recommendations of the Delegation of the British Social Hygiene Council to the Government of Mysore, and arrangements are made for a course of popular lectures on Health, Citizenship and Personal and Social Hygiene to University students.

The course of studies for the B. E. Degree Examination Course was revised, the main features of the revision being the introduction of specialisation for Civil, Mechanical, or Electrical Engineering at the end of the first year instead of at the end of the second year, and the institution of three public examinations instead of two during the course.

A Pre-Medical Course of six months' duration, preliminary to taking the M.B.B.S. Degree course, has also been instituted.

Prominent among the important educational questions under consideration are (1) the question of instituting doctorate degrees, (2) the question of extending the B. T. Course to two years, (3) the inclusion of Hindi as an optional subject in the University Courses, (4) the institution of Music as a subject of study, and (5) proposals to consider the question of regulating the admission of students to the several University courses, and to make provision for technological instruction and for teaching Agriculture and Sericulture.

4. COURSES OF STUDY, EXAMINATIONS AND DEGREES CONFERRED.

(a) COURSES OF STUDY.

The period of study prescribed for the several examinations is as follows :—

B.A. and B.Sc. Pass Courses	...	2 years after Intermediate.
B.A. and B.Sc. Honours Course	...	3 years after Intermediate.
M.A. and M.Sc. Degree Course	...	1 year after graduation in Honours, or 3 years after graduation (ordinary degree).
B.T. Degree Course	...	1 year after graduation and a practical examination.
B.E. Degree Course	...	4 years after Intermediate Examination followed by a year's practical training.
L.M.P. Diploma	...	4 years after S.S.L.C. Examination.
M.B.B.S. Degree	...	5½ years after Intermediate Examination.

(b) EXAMINATIONS.

The following examinations were conducted by the University :—

Intermediate in Arts Examination.
Intermediate in Science (General).
Intermediate in Science, leading to Engineering.*
Intermediate in Science, leading to Medicine.*
B.A. (Pass) and B.Sc. (Pass) Degree Examinations.
B.A. (Hons.) and B.Sc. (Hons.) Preliminary and Final Examinations.
B.T. Degree Examination.
M.A. do.
M.Sc. do.
B.E. do.
M.B.B.S. do.
L.M.P. Diploma Examination.

* These Courses have been abolished with effect from the Junior Class of 1932-33.

(c) DEGREES CONFERRED.

The following degrees are conferred :—

Bachelor of Arts (B.A.)	} Pass and Honours.
Bachelor of Science (B.Sc.)	
Bachelor of Commerce (B.Com.)	
Bachelor of Engineering (B.E.)	
Bachelor of Medicine and Surgery (M.B.B.S.)	
Master of Arts (M.A.)	
Master of Science (M.Sc.)	
Bachelor of Teaching (B.T.)	
Doctor of Letters (D.Litt.)*	
Doctor of Science (D.Sc.)*	
Doctor of Laws (LL.D.)*	

* *Honoris Causa.*

5. CONSTITUENT COLLEGES.

(a) COLLEGES AND PRINCIPALS.

There are at present five constituent Colleges. The following table gives the names of Colleges and their Principals in the year 1931-32 :—

<i>College.</i>	<i>Principal.</i>
Maharaja's College, Mysore	Mr. J. C. Rollo, B.A. (Oxon.), M.A. (Glas.), J.P.
Maharani's College, Mysore	Sri K. D. Rukminiamma, B.A., Superintendent. (since retired).
Central College	Mr. F. R. Sell, M.A. (Oxon.), J.P. (Since retired.)
College of Engineering, Bangalore	Mr. S. H. Lakshminarasappa, B.A., A.C.E., B.M.E., B.C.E., B.Arch. (Liverpool), (Since reverted to the P. W. D.)
Medical College, Mysore	Dr. J. F. Robinson, B.A., M.D., F.A.C.S., F.R.C.S. (Edn.)

(b) COURSES PROVIDED IN EACH OF THE COLLEGES.

At the Maharaja's College, Mysore, there are courses for the B.A. (Pass) and B.Sc. (Pass) Degrees and the teaching course leading to the B.T. degree. Further

there are Honours courses in English, Economics, History, Philosophy, Mathematics, Kannada, Sanskrit, Persian and Arabic for B.A (Hons.) and in Economics for B.Sc. (Hons.). There are also courses for the M.A. Degree in English, History, Economics and Political Science, Philosophy, Mathematics, Kannada and Persian.

For the education of women, there are two colleges in the University, namely, the Maharani's Women's College at Mysore teaching up to the Degree Course, and an Intermediate College for women at Bangalore. Women students seeking Pass or Honours courses in Science subjects or Honours courses in Arts subjects are admitted to the Central College and the Maharaja's College respectively. Provision is made for teaching Music as a non-examination subject in the Maharani's College.

At the Central College, Bangalore, there are courses for the B.A. and B.Sc. (Pass and Honours) Degrees, M. Sc. Degrees in Mathematics, Physics, Chemistry, Geology, Zoology and Botany.

The College of Engineering, Bangalore, provides courses leading to the B.E. Degree in Civil, Mechanical and Electrical Engineering.

In the Medical College, Mysore, courses of instruction are provided for the M.B.B.S. Degree and in the Medical School, Bangalore, for the L.M.P. Diploma.

(c) STRENGTH IN COLLEGES.

The following table gives the strength in Colleges and in the Entrance Classes of Government Collegiate High Schools during the year 1921-22 and 1926-27, and in the Intermediate Colleges during 1931-32.

Name of College	Strength in		
	1921-22	1926-27	1931-32
1. Maharaja's College	483	682	379
2. Central College	392	634	365
3. Maharani's College	19	21	35
4. Engineering College	156	255	146
5. Medical College	...	52	82
6. Intermediate College, Bangalore	288	518	926
7. do Mysore	263	269	565
8. do Tumkur	86	122	87
9. do Shimoga	35	41	42
10. Women's Intermediate College, Bangalore	...	29	17
11. Medical School, Bangalore	128	115	160

(a) Strength in Entrance Classes. (b) Strength in Intermediate Classes.

During the first quinquennium, the strength in the Maharaja's College and Central College rose from 483 and 392 to 682 and 634, due largely to the increase in the number of candidates passing in the University Entrance Examination, the number having risen from 232 in 1921-22 to 519 in 1925-26, and to a small extent, to the opening of the B.T. Course in the Maharaja's College. During this period, all possible steps had to be taken to meet the problem of finding accommodation to all qualified candidates. Admissions into the Central College were stretched even beyond the prescribed limit, while fresh combinations of subjects were provided in the Maharaja's College, so that some of the applicants for seats could join there.

During the second quinquennium, the strength in these colleges show a heavy fall to 379 and 365 respectively, and that for three reasons :—

- (1) In the year 1928-29, the First Year B.A. classes were abolished in the Colleges, on the opening of the Senior Class in Intermediate Colleges, resulting in the transfer of nearly 200 students from each of the Colleges to the Intermediate Colleges, which fact also explains the large increase in the latter during this period.
- (2) The enhanced scale of fees in the Colleges might have contributed to a certain extent to the fall in strength. The question of reducing the scale of fees for the Courses and Examinations in the University was referred to the University by the Government in the year 1930, but had to be dropped as the University could not afford loss of fee income under the existing condition of its financial resources, and in view of the fact that nearly 400 students paid no tuition fees, being scholarship or freeship holders.
- (3) It is now commonly recognised that though University training furnished ample scope to students for attaining high standards of scholarship, it does not enable them to secure remunerative appointments in these days of unemployment, and this fact has brought about a tendency in students to prefer technical courses, as is evidenced by the increase in strength in the Medical College and the Medical School, as also by the increase in the number of applications received for admission into the Engineering School.

The strength in the Engineering College rose from 156 in the year 1921-22 to 255 in 1926-27, owing to the large number of applicants, nearly double the usual number, admitted into the First Year Engineering Class during the year 1922-23, as also to the starting of the Electrical Engineering Course for the B.E. Degree during the year 1925-26. In the year 1928, the courses of studies and the scheme of examinations for the B.E. Degree were revised, and as a transitory measure, candidates under the old rules were permitted to attend the College for lectures, their names being taken on the roll, and consequently admission of students under the new rules had to be restricted to about 40 only, with the result that the strength of the College went down year after year as each batch of students under the old rules passed in the examination and got out of the College.

The increase in strength kept up in the Women's Colleges indicates an increasing desire among the women of the State for higher collegiate education.

The number of Mahomedan, Depressed Class, and women students, reading in the University classes in the year 1931-32 was 157, 48, and 137 respectively.

(d) BUILDING AND ACCOMMODATION.

Consequent on the shifting of the Medical College from Bangalore to Mysore in pursuance of Orders of Government, dated 30th January 1930, a new building for the Medical College at Mysore estimated to cost over two lakhs of rupees was constructed in the year 1929-30, and the two remaining rooms of the administrative block of the College were completed during 1931-32. The College of Engineering received increased accommodation consequent on the removal of the Engineering School in 1930-31 to the Reserve Police Lines in Fort, Bangalore City. The Medical School located at the Old Electric Power Station was ordered to be removed to a more commodious building vacated by the Government Central Book Depot. Insufficiency of accommodation is, however, felt in the Intermediate Colleges at Bangalore and Mysore and in the Women's Intermediate College, Bangalore.

(e) INSPECTION OF CONSTITUENT AND INTERMEDIATE COLLEGES.

All the Intermediate Colleges were periodically inspected by University Professors in their respective subjects and the constituent Colleges together with their accounts and libraries by the Vice-Chancellor accompanied by the Registrar.

6. EXAMINATIONS.

The following statement gives the results of the University Examinations held in the years 1921-22, 1926-27, and 1931-32 :—

Examinations	1921-22		1926-27		1931-32	
	Number Examd.	Number Passed	Number Examd.	Number Passed	Number Examd.	Number Passed
M.A. Degree ...	23	20	23	15	48	33
B.A. Degree, Part I ...	187	118	439	200	167	84
Do Part II ...	228	111	374	201	190	91
B.Sc. English ...	21	15	85	62	7	5 old
B.Sc. Optionals ...	26	20	75	56	16	14 old
First Year Certificate ...	43	17	119	38	...	...
Entrance or Intermediate ...	1,012	287	1,568	476	1,294	325
B.Com. Degree Examination ...	22	7	1	Nil	...	...
Intermediate in Engineering ...	51	40	69	51	...	...
B.E. Degree ...	39	30	66	36	72	48 old
					22	18 new
First M. B. B. S. Part I ...	...	...	20	13	8	7
Part II ...	...	...	17	10	20	11
Second M. B. B. S. ...	...	...	14	11	19	11
Final M. B. B. S. ...	...	...	...	...	12	5
Final L. M. P. ...	...	...	39	28	50	19
B. T. Degree, Parts I and II ...	...	...	56	30	37	30
Do Part III ...	...	...	48	28	32	24
M. Sc. Degree ...	...	...	...	...	2	2
First Examination in Engineering ...	...	...	...	...	58	38
Second Examination in do ...	...	...	...	...	33	28
B.A. (Pass), Part I ...	...	...	...	...	90	80
Part II ...	...	...	...	...	86	77
Part III ...	...	...	...	...	94	48
B. A. (Hons.) Preliminary, Part I ...	...	...	...	...	38	38
Part II ...	...	...	...	...	31	27
Part III ...	...	...	...	...	29	29
B.A. (Hons.), Final ...	...	...	...	...	45	43
Recommended for Pass Degree ...	...	...	...	...	...	2
B.Sc. (Pass), Part I ...	...	...	...	...	154	120
Part II ...	...	...	...	...	132	120
Part III ...	...	...	...	...	154	81
B. Sc. (Hons.) Part I ...	...	...	...	...	47	46
Part II ...	...	...	...	...	46	46
Part III ...	...	...	...	...	46	45
B Sc. (Hons.), Final ...	...	...	...	...	33	31
Recommended for Pass Degree ...	...	...	...	...	...	2

7. CONVOCATION

The first Convocation of the Mysore University was held on 19th October 1918, when His Highness the Chancellor was graciously pleased to deliver an address and a Convocation has been held every year thereafter. Distinguished personages were invited each year to address the graduates on the eve of their leaving the University. The names of gentlemen who gave such addresses during the period of review are given below :—

V Convocation ...	Munir-ul-Talim Mr. H. J. Bhabha, C.I.I.
VI Convocation, 24th October 1923 ...	Sir P. S. Sivaswami Iyer, B.A., B.L.
VII Convocation, 29th October 1924 ...	Dr Annie Besant, D. L.
VIII Convocation, 14th September 1925... ..	The Rt. Hon'ble Mr. V. S. Srinivasa Sa
IX Convocation, 27th November 1926 ...	Sir P. C. Ray, Kt., C.I.E., D. Sc., Ph. D., I
X Convocation, 3rd November 1927 ...	Sir J. C. Bose, Kt., C.S.I., C.I.E., M.A., D.Sc., F.R.S.
XI Convocation, 23rd August 1928 ...	Mr. C. R. Reddy, M.A. (Cantab), Bar-at-Law.
XII Convocation, 24th August 1929 ...	Sir C. V. Raman, Kt., M.A., D. Sc. (Hons
XIII Convocation, 16th October 1930 ...	Sir S. Radhakrishnan, M.A., D.Litt.
XIV Convocation, 29th August 1931 ...	Dr. M. O. Forester, F.R.S
XV Convocation, 19th October 1932 ...	Diwan Bahadur Sir Kumaraswami Sastry Kt.

His Highness the Chancellor presided over six Convocations, His Highness the Pro-Chancellor over two and the Vice-Chancellor over the remaining two. At the ninth Convocation, the Honorary Degree of Doctor of Letters was conferred by His Highness the Chancellor on Munir-ul-Talim Mr. H. J. Bhabha, C.I.E., and at a special Convocation held on the 29th July 1927, the Honorary Degree of Doctor of Science was conferred on His Excellency the Right Hon'ble Edward Frederick Lindley Wood, Baron Irwin of Kirby Underdale, P. C., G. M. S. I., G. M. I. E., Viceroy and Governor-General of India, when His Highness the Chancellor presided.

8. RECOGNITION OF EXAMINATIONS.

An important function of the University relates to its recognition of degrees and examinations of certain other Universities and their recognition of the degrees conferred and examinations conducted by the Mysore University, some of the recognitions being on the basis of reciprocity. Such mutual recognitions of degrees and examinations among several Universities in India are tending to create a correlation of work in the several Universities and to result in a harmonious relationship among them leading to a high standard of education and culture.

The Intermediate Examinations in Arts and Science have been recognised by the Universities of Calcutta, Bombay, Lucknow and Nagpur as being equivalent to corresponding examinations in the respective Universities. The B.A. and B.Sc. Degree Examinations have been recognised by the Universities of the Punjab, Benares, Lucknow, Dacca, Bombay and Nagpur Universities, as also by the French University of Paris for purposes of admission to the Degrees of Doctor in Arts or in Science of that University. The L.M.P. Diploma is recognised for purposes of medical registration in Madras, Bombay, and Bengal and the M.B.B.S. as a registrable degree by the Bombay and Bengal Governments. The B.E. Degree Examination has been recognised by the Madras Government as a qualification for Electrical Engineers to be employed by Municipal Councils, by the Bombay Government for purposes of admission to the Mechanical Engineer's Examinations held under the Bombay Boiler Inspection Act, and from the year 1932, by the Institute of Engineers, India, as exempting from Parts A and B of the Associate Membership Examination.

9. ORIGINAL AND RESEARCH WORK.

Original and research work was carried on throughout the period of review in the several departments of the University, and quite a large number of papers have been published in recognised scientific and other periodicals, as well as in the Half-yearly Journal of the University.

PROVISION FOR RESEARCH.

Research Scholarships of the value of Rs. 75 per mensem are awarded to selected Masters of Arts, Masters of Science or trained post-graduate students of the University for carrying on research. Post-graduate studentships of the value of Rs. 60 per mensem are awarded under similar conditions to selected graduates who give evidence of capacity but may not have taken the Master's Degree. Scholarships are also awarded every year to graduates in Science of this University for studying for the M.Sc. Degree Examination in other Universities in subjects in which provision for the Master's Degree has not yet been made in this University. Foreign Scholarships are granted to members of the teaching staff of this University and to graduates of distinction and high promise to enable them to undergo courses of advanced study and research work in European and American Universities.

10. PUBLICATIONS.

The University publishes three periodicals, *viz.*, the Mysore University Magazine (a quarterly temporarily suspended now), the University Half-Yearly Journal in English, and the Prabudha Karnataka, a quarterly magazine devoted to Kannada Language and Literature. The Half-Yearly Journal is the University's own medium for the publication of research and other original work done within the University. It is now well-recognised in Europe and America and is being regularly 'abstracted'

along with the foreign scientific journals. The Prabudha Karnataka maintains a high literary standard as a journal and has wide circulation.

In connection with the Ethnographical Survey of the Mysore State, three volumes of the 'Mysore Tribes and Castes' have been completed. The work has elicited the appreciation of the leading anthropologists and the Press, both Indian and foreign.

A programme of publications in Kannada to be published by the University, drawn up by the Kannada Publication Committee and approved by the University, is being carried out each year.

The following are the more important of the University publications :—

1. 'Pranana Samuccaya of Dinnaga,' a tentative restoration into Sanskrit from Tibetan by Mr. H. R. Rangaswamy Iyengar, Kannada Specialist, Oriental Library, Mysore. This is an epochmaking work in the history of Indian Logic, of which only a Tibetan version is available.
2. A new edition (abridged) of Harshchandra-rupa Kavya.
3. The Mysore Tribes and Castes, Vols. II, III and IV, and Vol. I is under preparation.
4. Kadambari (abridged edition)—in the Press.
5. Hand-book of Kannada (Kannada Kaipidi).
6. Companion Volume to the above—in the Press.

A scheme for publishing an English-Kannada Dictionary in five years at a cost of Rs. 25,000 has been recently sanctioned by Government and details have been worked out.

In addition, the University sanctions subventions to enable University Professors and other eminent writers to publish their works, provided such works are approved by experts appointed by the University Council. The total amount of subvention paid during the review period was Rs. 7,717.

11. LECTURES.

(1) EXTENSION LECTURES.

The Extension Lectures Committee which is reconstituted from time to time arranges annual courses of lectures on suitable subjects for the benefit of those who are unable to attend the ordinary courses of study at the University and to publish such of the lectures as may be approved by the Committee. The activities of the University in this direction were, in the beginning, confined only to Bangalore and Mysore. The sphere of activity is now extended and extension lectures are now delivered in different parts of the State, generally in English and Kannada. During the period of review, the Committee arranged for 87 courses, 55 being delivered in English, 30 in Kannada, one in Telugu and one in Persian. During the year 1931-32, the general scheme of University Extension and other Lectures had to be suspended as a measure of economy.

(2) SPECIAL LECTURES.

As one of several experiments inaugurated in University teaching, special series of lectures are occasionally arranged to be delivered in the University by distinguished scholars mostly on subjects useful to students, to supplement the work of the Colleges and to encourage a spirit of co-operation between Universities. Twenty-six courses of special lectures were delivered during the period of review.

12. CONGRESSES AND CONFERENCES.

The University has all along sent delegates to all important Congresses and Conferences held both in India and in Europe. At the invitation of the University, the Indian Science Congress held its session of 1924, at Bangalore, the Fifth Conference of the Indian Mathematical Society was held in the Central College, Bangalore, during 1925-26; the Indian Economic Association held its Conference at Mysore in January 1929 and the Karnataka Sahitya Parishat of 1930 also met at Mysore; the Inter-University Board, India, held its meeting at Mysore in February 1931; and lastly the Indian Science Congress held its session of 1932 in Bangalore, under the auspices of the University, when a large number of members of the scientific departments of the University took advantage of the session to read papers, attend the sessions, and partake in the discussions.

13. RESIDENCE AND SOCIAL LIFE.

(i) HOSTELS.

There are at present three University Hostels, namely, (1) the Maharaja's College Hostel, Mysore, (2) the Central College Hostel, Bangalore, and (3) the Engineering College Hostel, Bangalore. The question of constructing a building for the Medical College Hostel, which has been started and located at present in a rented building, and of building separate hostels, for women students of the University both at Bangalore and Mysore is under contemplation. Students of the Maharani's College are at present accommodated in the Maharani's Women's Hostel at Mysore and those of the Women's Intermediate College, in the Vani-Vilas Hostel, Bangalore. There is a separate Hostel for the Adikarnatakas at Bangalore.

In the year 1931-32, the total number of students who were boarders in College hostels was 235, and the average monthly charges per head were as follows :—

			Rs.	a.	p.
Maharaja's College Hostel	...	...	18	8	10
Central College	..	...	20	5	9
Engineering College	..	...	20	15	0
Medical College	..	...	20	4	8
Adikarnataka	..	...	10	8	0

University Lodges.—In the year 1925-26, the Students' Residence Committee of Mysore recommended that, with a view to affording better accommodation and boarding to the large number of students who, for various reasons, had to reside in private hotels which were not always satisfactory from the sanitary and other points of view, some lodges must be started in which the boarders would themselves manage under the general supervision of the Warden or other member of the Committee and with a subvention from the University. Consequently, a Lodge was opened in January 1926, Government having sanctioned for the purpose a sum of Rs. 500. In the year 1930-31, University Lodges were instituted at Tumkur and Shimoga. These lodges provide, upon a co-operative system, cheap boarding and lodging and have been of inestimable value to the poorer students of the University.

Students' Residences.—A Students' Residence Committee for each of the Colleges is appointed by the Council. These Committees inspect the residences of students not living in the hostels or with their parents, and submit their report to the University.

(ii) MEDICAL INSPECTION OF STUDENTS.

A scheme was started in 1924 for the Medical Examination of all students of the University, both men and women. Under the scheme, every student is medically examined in alternate years of the University course, namely, the first, the third and the fifth years. The inspection is conducted by a Medical Officer who submits a report of the results of his inspection to the University. 'Repeat' examinations may, in special cases, be undertaken in the intervals at the request of the College authorities. The results of the medical examination are reported in individual forms and are also statistically analysed.

In the year 1929-30, Government sanctioned the proposal of the University to levy a fee of Re. 1 from students of the University on account of Medical Inspection. On the recommendation of the University Council, women students and depressed class students were exempted from payment of this fee for a period of three years from 1st July 1929.

A scheme to co-ordinate the medical inspection in the University with that in the High Schools, under the control of the Department of Public Instruction, is under consideration. The main object of the scheme is to have a special staff under a specially qualified Director and to ensure the medical inspection being followed up properly. As an experimental measure, Government have sanctioned the medical inspection of the College and High School students in Bangalore and Mysore by a common agency (through the Medical Inspectors of the Department of Public Instruction), pending sanction to the co-ordination scheme.

(iii) PHYSICAL CULTURE.

Physical Culture received due attention in all the Constituent and Intermediate Colleges. It has not yet been possible for want of funds to give effect to the Resolution of the Senate to make Physical Culture and Military Training compulsory for University students.

(a) *Games and Athletics*.—All the outdoor games, Cricket, Foot-ball, Hockey, Tennis and Volley-ball were provided and were very popular under the guidance of the several Staff-Secretaries and efficient Student-Captains. The Indian Gymnasium opened in the Maharaja's College in 1929-30 and the Swimming Club continued to be popular. A special display of swimming feats was given during the year 1930 in the presence of the Dewan in the swimming pond at the Jagannohan Palace. In the same year, the University contributed a sum of Rs. 1,000 for the introduction of boating.

(b) *Scouting*.—The University Rover Corps maintained a general level of efficiency in Scouting activities, the chief activities of the corps being Scouting First-Aid, Camps and Hikes, Social Service and Musketry Training.

(iv) UNIVERSITY UNIONS.

The activities of the University Union, Mysore, which was started in 1919, have developed steadily both in variety and volume for the past twelve years. The Union has interested itself in debates on important subjects, and in various other activities, such as Parliamentary Debate, Study Circle, Elocutions, Dramatic activities, Competitions and Social gathering. A Union Magazine has been successfully conducted and a number of very interesting contributions have appeared in it.

The University Union at Bangalore was started in 1930, and in 1931-32, a Joint Committee of the two Unions was appointed to frame common rules for both of them. The draft rules which were approved by the University Council with certain modifications came into effect from 1st July 1932.

The Unions serve the purpose of well-equipped clubs, with Libraries, Reading Rooms, Games and Refreshment Rooms, and afford ample opportunity to the students, the members of the College staff, the Fellows of the University, and the registered Graduates for enjoying the best club life and of coming into intimate social relations with one another.

(v) THE STUDENTS' REPRESENTATIVE COUNCIL, MAHARAJA'S COLLEGE.

A Students' Representative Council consisting of 15 students was formed in the Maharaja's College, during the year 1928-29. Its functions is to discuss matters relating to the well-being of the students and the College, and to keep the College authorities in touch with students' ideas and desires. The Council is reported to have been a success, owing to the zeal and commonsense of its members and in particular of its elected Student-President, and its work has been of very great service to the College.

(vi) EXCURSIONS.

Besides tours and excursions for purposes of sports, batches of students of the several departments in the Arts and Science Sections were taken to places of interests to each Department.

14. STUDENTS INFORMATION BUREAU.

The work of the Bureau, appointed in 1925 in pursuance of the recommendation of the Lord Lytton's Committee, consists mainly in collecting information about courses of study in England and in answering enquiries. Its work has continued to increase with the increase in the number of graduates of this University and of other persons in the State, who desire information regarding studies abroad, and of those who, having decided to proceed to England apply, through this Bureau and the High Commissioner for India, for admission to various English Colleges, particularly to those in the University of London.

15. UNIVERSITY FINANCES.

All grants made by the Government from time to time and all sums paid or endowments made by private persons, or local authorities for the purposes of the University, together with all fees received, and rents, profits, and other income derived from the property and funds vested in the University, constitute a fund called the 'University Fund,' which is at the disposal of the University to be employed for any of the purposes mentioned in the Regulation or in the Ordinances.

In the year 1930-31, the recurring Government grant was fixed at Rs. 10.5 lakhs per annum, but, owing to financial difficulties, the Government grant was reduced in 1931-32 to 9.5 lakhs, with the result that a Committee was appointed to review the budget estimates for the year, so as to keep the expenditure within the reduced grant. The allotments made to the several Colleges were severely retrenched, purchases on account of Laboratory and Library equipments being confined only to replacements and articles of absolute need.

The grants made by Government and the receipts from all other sources together with the expenditure for all the years during the period of review were as given below :—

Year	Government Grant (Actuals)	Miscellaneous Receipts (Actuals)	Total Receipts	Expenditure
	Rs.	Rs.	Rs.	Rs.
1922-23	4,62,295	96,182	5,58,477	6,84,003
1923-24	6,14,793	96,279	7,11,072	6,72,571
1924-25	7,68,562	1,12,862	8,81,424	8,75,200
1925-26	7,25,600	1,27,362	8,52,962	9,15,994
1926-27	8,75,000	1,46,198	10,21,198	9,32,241
1927-28	7,84,285	1,30,446	9,14,731	10,83,657
1928-29	11,60,000	1,98,706	13,58,706	13,07,743
1929-30	12,42,000	2,23,622	14,65,622	14,33,941
1930-31	11,75,000	2,41,188	14,16,188	14,16,350
1931-32	9,50,000	2,64,931	12,14,931	11,74,274

16. ENDOWMENTS.

The University has received a number of handsome endowments, the total number received so far being 82 of the aggregate value of Rs. 3,52,570-12-0. During the period of review, 44 endowments of an aggregate value of Rs. 1,26,997 were offered and accepted.

Speaking about these endowments, His Highness the Chancellor was graciously pleased to observe in his address at the First Convocation as follows :—

"There is unfortunately a limit to the resources which my Government can afford to place at the disposal of the University. The cost of higher education is steadily increasing and if educational opportunities are to be open to all my subjects and not confined to the richer classes only, public support must be forthcoming in an ever-increasing degree. I am glad to learn that during the short period of its existence the University has evoked the spontaneous liberality of many public-spirited citizens and has received endowments to the value of over one lakh of rupees."

A proposal, made in the Senate in the year 1931-32 to review the position of endowments in the University and suggest any reform that may be necessary, is under consideration.

17. MEDALS, PRIZES, AND SCHOLARSHIPS.

(a) MEDALS, AND PRIZES.

A large number of medals and prizes has been instituted by philanthropic gentlemen either in memory of some deceased relative or in their own name, to be awarded among successful students in recognition of a distinguished career in the University. During the year 1931-32, 22 medals and 21 prizes were awarded.

(b) SCHOLARSHIPS.

Besides Post-Graduate studentships and Research Scholarships, already referred to, and general scholarships that are granted, there is a regular scheme of scholarships tenable for ten months in the year for the encouragement of backward classes, including the Muslim community. Students of the Depressed Classes are granted liberal scholarships and are exempted from the payment of the tuition fees. A special Hostel, the University Adikarnataka Hostel, is maintained at Bangalore for the use of the Depressed Class students.

All women students in the University are educated free. A liberal scheme of scholarships has been instituted in both the Women's Colleges for the advancement of women's education in the State. Women students are also exempted from payment of half the examination fees, and are granted other concessions also.

In addition, free-studentships were awarded according to the prescribed scale of 30 per cent of net strength in the Degree Courses, and 25 per cent in the Intermediate Courses.

During the year 1931-32, three M.Sc. scholarships of the value of Rs. 60 per mensem and four post-graduate studentships and research scholarships of the value of Rs. 75 per mensem were granted for work in the University.

The following table gives the number of other scholarships which were granted in the University Institutions during the year 1931-32 together with their value per annum.

Scholarships	Constituent Colleges		Medical School		Intermediate Colleges	
	Number	Value per annum	Number	Value per annum	Number	Value per annum
		Rs.		Rs.		Rs.
1. Merit ...	32	120	...	...	11	80
2. Subjects ...	34	50	...	...	...	...
3. Ordinary ...	25	80	...	...	...	...
4. Backward ...	70	120	10	80	122	80
5. Depressed Class ...	11	200	1	120	37	120
6. Mahomedan ...	...	...	...	...	10	80
7. Military ...	7	80	1	80	17	80
8. Women ...	30	150	...	...	17	120
9. Endowment ..	64	Ranging from Rs. 60 to 500	2	Rs. 75 & 90	23	Ranging from Rs. 68 to 160
10. Special ...	10	120	...	...	9	80

18. REGISTERED GRADUATES.

The number of Registered Graduates increased from 137 in the year 1921-22 to 284 at the end of the year 1931-32.

19. LIBRARIES AND LABORATORIES.

(i) THE UNIVERSITY LIBRARY.

The number of volumes in the University Library rose from 10,181 in 1921-22 to 20,633 in 1931-32. The Library is open to the Fellows of the University, members of the staff of the constituent and Intermediate Colleges, members of the Faculties and Boards of Studies, Registered Graduates, students studying for the M.A. Degree, and under-graduates who have obtained permission of the Principal of their respective Colleges.

(ii) THE ORIENTAL LIBRARY.

The Oriental Library contains a collection of very valuable old Manuscripts and the results of the research carried on by the Library are published from time to time. By special permission, books can be borrowed by graduates and under-graduates studying in the University.

The total number of printed books and manuscripts as on 30th June 1932 were 14,855 and 10,506 respectively as against 11,134 books and 9,730 manuscripts in the year 1921-22. Out of 10,506 manuscripts, descriptive notes have been prepared in respect of 8,986 manuscripts. The Managing Committee of the Library have revised the presentation list from time to time in accordance with Government Order, dated 27th August 1923.

Library publications are presented to learned Pandits, distinguished scholars, and to various public institutions on an exchange basis. The Professor of Sanskrit in the University is *Ex-officio* Curator of the Oriental Library.

(iii) COLLEGE LIBRARIES.

Besides the above Libraries, each constituent College has its own Library. The following are the particulars respecting the Libraries attached to the Colleges, during the year 1931-32:—

College	Total number of volumes	Total number issued	Average number issued per student
Maharaja's College	16,862	9,677	25.0
Central College	13,385	8,643	9.6*
Engineering College	3,794	2,287	10.0
Maharani's College	4,805	1,902	45.0

* Sectional Average.

The number of volumes in all the libraries of the Intermediate Colleges was 13,612 at the end of the year 1931-32.

In addition to the general library in the Colleges, annual grants were also made for the purpose of purchasing necessary text-books and books of reference to the 'Poor Students' Section' which has been started in several institutions. These sections have been found to be extremely useful to poor students, specially to those who live near to their respective Colleges.

(iv) LABORATORIES.

The Science Laboratories at the Central College are among the best equipped laboratories in India. Advance and Original research work is being regularly carried on in all the Science departments and the results are published in the Scientific Journals and in the Half-yearly Journal of the University.

There is a Psychological Laboratory attached to the Psychology Department of the University in the Maharaja's College which is carrying on series of important Psychological experiments and intelligence tests.

The first Irrigation Laboratory to be installed in any Indian Engineering College was opened in the University's Engineering College at Bangalore for instruction and research work in this very important Engineering subject. A Civil Engineering Testing Laboratory has also been set up in the same College.

20. ARCHEOLOGY.

The Archaeological Department was originally an independent Department of the Mysore Government and was placed under the administrative control of the University in 1922, in pursuance of the Government Order dated 4th July 1922 and the office was removed from Bangalore to Mysore in the month of September of the same year. The Professor of History in the University is *Ex-officio* Director of Archaeological Researches.

The object of this department is to carry out an Archaeological Survey of the Mysore State for the purpose of discovering ancient inscriptions, monuments, coins, historical sites, and manuscripts. The epigraphical researches of the Department are of great historical importance. Texts of the inscriptions with translation and commentary as well as descriptive notes on monuments, ancient sites, coins and manuscripts found during the year are published in the Annual Reports, Volumes of the Epigraphia Karnataka and their supplements, and in special monographs.

An Archæological Museum, consisting of copper coins, copperplate grants, photographs of monuments, ancient pottery and estampages of typical inscriptions, was started in the year 1924 for the benefit of research scholars and students of the Mysore University. Selected photographs of architectural monuments were exhibited at the Indian Science Congress held in Bangalore in January 1932.

In the year 1928, the Department commenced the first of a series of excavations at the ancient Chadravalli site near Chitaldrug which was completed in the year 1930-31. The discoveries reported are of considerable historical importance. All further excavation work has been suspended from 1931-32 for want of funds.

21. GENERAL.

The first quinquennium (1922-1927) marked the re-organization of the University courses, as the result of the valuable suggestions made by the Calcutta University Commission, which were applicable in a greater or lesser degree to all the Universities established in India. The Senate of the University of Mysore appointed a Special Committee in 1921 to go into the question of re-organization of the University in the light of the recommendations of the Commission. The Committee, presided over by Sir Brajendranath Seal presented their scheme of re-organization in three successive reports. The scheme which contemplated diversified Intermediate course, some of pure arts and pure science, others as preparatory to professional, vocational and technological studies was adopted by the Senate, and the Ordinances passed by the Senate relating to both general and special Intermediate courses were approved by Government.

The second quinquennium (1927-1932) marks the period during which the re-organized courses of studies sanctioned during the previous period were given effect to and became fully operative. But owing to financial stringency, the diploma courses in applied Chemistry, Textiles, and Economics and Commerce, which formed an important part of the Scheme, could not be instituted. The question of utilizing the Silver Jubilee Fund for instituting a Technological Institute was under investigation by a Committee specially appointed by Government for the purpose. It has since been decided that there should be an All-State Memorial in the shape of a Technical College, the buildings for which are under construction.

During this period, the Medical College formerly located in Bangalore, was transferred to Mysore, where it has a building of its own, the first stage of which was completed in the year 1929-30 at a cost of Rs. 2,07,268 and the second stage in 1931-32, by the addition of the two remaining rooms of the administrative block.

At the invitation of the University, the Indian Economic Association held its Conference at Mysore in January 1929. The Inter-University Board Meeting of 1931 and the Indian Science Congress of 1932 were held, the former at Mysore and the latter at Bangalore. The University collaborated in the World's Student Christian Federation Session in Mysore in the year 1928-29.

The University is a member of the Inter-University Board (India) constituted for the purpose of co-ordinating the activities and the policies of Indian Universities, and also of the Universities Bureau of the British Empire.

CHAPTER XV.

CONCLUSION.

The narrative of the progress of education in the State during the decennium ending with 30th June 1932 is complete and it only remains to summarise briefly the policy and the measures initiated during the period, and to indicate the needs of the future call for improvement and reform in the several grades of education, which will occupy the attention of the Department, when it is in a position once again to make a forward move with improved financial conditions. It may be added here that although efforts have been made to restrict the narrative within the ten-year limit, references have had to be made unavoidably, though sparingly, to developments in the subsequent year or two, with a view to giving completeness to the working of causes and conditions arising within the period of review and leading up to such developments.

1. MASS EDUCATION.

The needs of the future call for improvement in all the grades of education, and mass education requires the most urgent attention in view of the low level of literacy in the State as compared with some of the British Provinces and the sister States of Baroda, Travancore, and Cochin, not to speak of the remarkable standards reached by the Western countries and Japan. The needs of the present time require a large expansion of Primary Education, a raising of the whole standard of teaching efficiency so as to make education imparted in primary schools lead to effective literacy and form the basis for the adoption of a well-organized and improved scheme for the education of the adults.

(a) PRIMARY EDUCATION.

Although Government Primary Schools for boys and girls record an increase of 2,458 schools and 92,828 scholars consequent on the starting of 965 fresh schools and the conversion of 1,101 village aided schools into Government institutions under State grants and cess sanctions, yet, considering all primary schools under both public and private managements, the number of schools fell from 6,782 schools in 1921-22 to 6,199 in 1931-32, while the number of scholars rose from 1,97,752 to 2,42,241. The fall in the number of public primary schools has been due to (i) the abolition, in the interest of economy, of many adult schools, whose existence was more nominal than real, (ii) to the process of amalgamating smaller girls' schools with boys' schools, and special schools with general schools, in the same locality, which was adopted in the closing years of the decennium, and (iii) to the absence of any appreciable additions to their number since 1929-30. A comparison of schools and scholars in the year 1931-32 with those in 1911-12, which indicate the normal development made till then, before the policy of starting aided schools was inaugurated in 1914 to accelerate the increase of schools and scholars, will disclose a rapid expansion, the increase in the number of public primary schools and scholars being both nearly three times.

There has also been a striking increase of 57.6 per cent in the number of girls reading in boys' primary schools, and this gratifying progress in co-education has obviated the need of opening uneconomical and ineffective single-teacher schools separately for little boys and little girls. The provision of a mixed staff in common primary schools has always been kept in view, though there have been difficulties to overcome.

In spite of the increase in the number of scholars by 44,489 pupils, the percentages of boys and girls at school in 1931-32 to the respective population of school-going age were only 50.7 and 12.7, and it will be seen that a large number of primary schools is still to be provided, even after the unused number of school places in existing schools, as evidenced by the fall in the average strength, is fully utilized. In spite of earnest efforts to reduce them, stagnation and wastage are still heavy, owing to the preponderance of single-teacher schools and the lax and low attendance in them, so that the contribution of primary schools to literacy has

been comparatively small, even ignoring the high percentage of lapses into illiteracy among those who have fully undergone the four-year course. Steps have to be taken to prevent this huge waste of money and effort. A large increase in the number of schools is imperative to bring in all boys and girls of school-going age into school, before universal compulsion can be applied as an effective means of reducing the wastage in the present voluntary system. The only safe way to ensure that primary schools do realise the aim of achieving literacy is to lengthen the primary course into a compulsory course of six years and to adopt a policy of consolidation of the existing schools into co-ordinated central and feeder schools, as has been done successfully in the Punjab, to minimise wastage in single-teacher schools, which will have to be replaced gradually by two-teacher schools. The extension of the course in central schools will not merely afford greater chances of achieving literacy, but will also admit of better organization and supervision than is ever possible in the case single-teacher schools by bringing a number of teachers together and by employing head masters of a superior type. It may be pointed out in this connection that the term primary education has been misleading, in that it has been all along used as a synonym for elementary education, which, as it is employed in Western Countries, comprises of a compulsory course of eight or more years from five to thirteen or fourteen years of age, and covers the ground covered here by both primary and middle grades of education. Hence, the extension of the course to six years would be merely to develop the truncated elementary course of four years and thereby make it more elementary than primary in the generally accepted sense of the terms. It is also essential to raise the minimum qualification of entry into service, and to alter the conditions of service so as to attract into primary schools men with better initial qualifications, who would, after training, be capable of adopting up-to-date methods of teaching.

Large funds are necessary to push through these developments and the expenditure on primary schools has already gone up from 13'38 lakhs in 1921-22 to 22'07 lakhs in 1931-32, without any proportionate increase in the number of schools or scholars. The chief causes of this increase in expenditure appear to be the desire to see, perhaps wholesome if it were possible, that no village of reasonable size is left unprovided for with a Government primary school and the large conversion of village aided schools into costlier Government institutions. Under the present shortage of finance, it has become very doubtful, if it would be possible in the near future for the Local Education Authorities controlling primary education since 1st July 1931, to meet their share of the increase in expenditure, which the expansion of primary education entails, or for the State to contribute its quota. Since the village agency has in the long run to be resorted to for the ultimate development of primary education in rural parts, and 'the less the Government have direct control over such agency the better,' as was remarked by Mr. (later Sir) A. R. Banerji, Member of Council, in his confidential note on Mysore Education, the line of future expansion seems to lie in starting aided village panchayet schools, not of the type started in recent years which has already proved to be unsound, but of a better type directly controlled by the Local Education Authorities, the cost of expansion being distributed on some equitable basis among the Government, the Local Boards and the Village Panchayets. It might be made obligatory that all village panchayets should credit their share of annual expenditure to the respective Elementary Education Fund, so that the pay of the teacher might be directly disbursed by the School Boards. It may also be necessary not only to convert gradually all existing Government and Board schools into schools of this type to secure uniformity in this grade of education but also to discourage the existence of special schools and education by social classes.

(b) ADULT EDUCATION.

Adult education was a prominent feature of the work of the department till a few years ago, and consisted of providing a large number of adult night schools for the benefit of illiterate cultivators, artisans, and labourers. As these schools were organized in the same manner as ordinary primary schools, they soon proved unsatisfactory and uneconomical, and had to be abolished to prevent wastage. Consequently, the number of such schools and scholars fell from 1,259 and 20,646 in 1921-22 to 69 and 1,729 respectively in 1931-32.

As soon as the financial position improves, the department will have again to proceed with the expansion of adult education, the revival of which, on sound and practical lines, needs not only funds but a widespread organization all over the State. Such expansion is an imperative need in the fight against illiteracy, for securing not only a literate electorate so essential to popular Government but also the social and economic well-being of the rural population. In any future scheme of adult education, it will be necessary to attach adult schools to primary schools with at least six classes, to ensure their functioning successfully, and it is also desirable that adult classes are attached to all vernacular training schools, to train teachers in adult educational work. The methods of teaching will have to be altered to suit the different classes of pupils and a more comprehensive content will have to be given by providing instruction in such subjects as Agriculture, Personal Hygiene, Sanitation, Elementary Principles of Co-operation, etc., useful to the adults. In this connection, the success of the five-year plan, outlined by the Mysore State Women's Conference to eradicate illiteracy among adult women in the State, will be watched with interest.

2. SECONDARY EDUCATION.

(a) VERNACULAR LOWER SECONDARY EDUCATION.

In the year 1921-22, there were 173 Vernacular Lower Secondary Schools with a strength of 19,771 pupils, which, under the orders of Government on the Education Memorandum, had to be developed into middle schools of a bilingual type. On account of the heavy expenditure involved, all of them were converted only half-way into Incomplete Middle Schools, and in 1930-31, there were 207 Incomplete Middle Schools with a strength of 4,140 pupils. Owing to various reasons, these schools proved to be a misfit in the educational organization and were hence abolished in 1931. Such of them as were not developed into middle schools, were reduced to the primary stage with the privilege of preparing candidates for the Vernacular Lower Secondary Examination. The reduced schools, together with other four-teacher Primary Schools enjoying this privilege, aggregated in 1931-32 to 280 schools, of which 229 were for boys and 51, for girls.

The Privileged Primary or Vernacular Lower Secondary schools are destined to play an important role in any future educational organization, not only as the sole effective means for mass education but also as adult education centres. It is very necessary that all central schools should be of this type, to provide not only higher general education, which will secure permanent literacy, but also training in agriculture and such other subjects of Practical Instruction, in respect of those who drop off at this stage. The Vernacular Lower Secondary Examination should mark the minimum stage of compulsory education, after passing which pupils can be diverted into several alternative courses suited to their individual capacity and to this end, the Privileged Primary schools will have to be co-ordinated with other general and technical courses.

(b) ENGLISH MIDDLE SCHOOLS.

The number of Boys' Middle Schools and scholars increased from 172 schools and 20,280 scholars in 1922-23 to 290 schools and 29,890 scholars in 1931-32. To meet the increasing demand for a large number of Middle Schools, 70 Incomplete Middle Schools were developed into Middle Schools under Cess sanctions, during the first half of the decennium, and 51 Incomplete Middle Schools, in the second half, the cost thereof being met out of the savings effected by reducing a large number of inefficient ones into the Primary stage. A few new Middle Schools were also started, and a list of localities, where Middle Schools can be started with advantage, was prepared, and in several cases recommendations made to Government from time to time for sanction.

These developments have only met in part the demand for increased facilities for Middle School Education, and it has not been also possible, due to financial difficulties, to meet the need of the existing Middle Schools for additional accommodation and increased staff. The needs of Middle School Education are a serious problem before the Department, which can be solved only by an additional provision. As a transitional measure, the policy has been accepted by Government in their review on the Report on Public Instruction in Mysore for the year 1931-32, that in

future the aim should be to develop Vernacular Lower Secondary classes in Primary Schools to encourage children to undergo a complete six-years course of elementary education, and that for the benefit of those who pass the Lower Secondary Examination and desire to proceed to English schools, special English Classes, either Government or Aided, providing a two-year course in English, should be started at convenient centres, thus providing middle grade education at a less cost. Opinion is also gradually gaining ground that, if necessary, fees may be re-levied in English Middle Schools to meet the urgent demands of existing schools and to start as many new schools as possible, to secure an easy passage of pupils in rural parts to High Schools.

(c) ENGLISH HIGH SCHOOLS.

The number of Boys' High schools and scholars increased from 18 and 5,139 in 1921-22 to 29 and 6,568 respectively in 1931-32. The increase in number of schools was due to the opening of five Government High Schools in the first half of the period and of six Municipal High Schools, as an experimental measure, during the second half. The scheme of starting Municipal High Schools has been a great success and nearly all of them have justified their institution and attained to a high degree of efficiency.

The number of scholars increased during the period by 1,429 or by 28 per cent, but the average strength of a High School has fallen from 286 in 1921-22 to 226 in 1931-32, owing to the low strength in a few Government High Schools and in most of the newly started Municipal High Schools. Although the total strength in all High Schools for three years ending with 1932 was practically stationary, it being 6,549, 6,528 and 6,596 respectively, it has subsequently increased to 6,796 in 1932-33 and to 7,214 in 1933-34.

The general and professional qualifications of the staff in Departmental High Schools are now much improved and the quality of work turned out has been generally good. There has been, however, a steady complaint from the side of the University that the standard of attainment in English is too poor for a profitable pursuit of studies in the University. It is a matter of serious doubt if it can ever happen that more than a limited proportion of pupils that enter the High schools will reach the standard of English expected by the University, in view of the fact that this grade of education has now filtered down from the classes to the masses, and that the aim of High Schools is not merely to supply well-finished products to the University but also to serve the needs of a large majority of pupils, who, by their bent of mind and aptitude, are meant for other avenues of further study, and for walks of life other than those to which entrance is through the University.

It has to be admitted that there has been a good deal of wastage in the repeated and fruitless efforts made to secure a pass in the S. S. L. C. Examination, as is evidenced by the recurring phenomenon of large failures and by the steady decrease both in the percentage of passes and in the percentage of candidates declared eligible for the University Courses. Some of the main causes, among others of a less serious nature, contributing to these large failures, have been (i) the shortness of the High School Course, (ii) the absence of a stage in the secondary system at which boys could be diverted, so as to prevent all pupils from the necessity of rushing through a single type of bookish course to the University stage, (iii) want of alternative courses, and (iv) the acquisition of knowledge through a foreign medium.

The High School Course may profitably be extended to one of four years as it is in Bombay, Bengal, Bihar and Orissa, and Assam, by proportionately reducing the length of the Middle School Course to one of three years. Such a step is warranted by the facts that a study of one more year has had the effect of raising the percentage of passes of ordinary candidates by over 50 per cent, and that the performance of supplementary candidates in English, who generally study for a year more, has been much more satisfactory than that of ordinary candidates, only examination marks being considered in both cases. Further, the first two years of the extended course may be devoted to general studies common to all, at the end of which a selection examination may be held to divert students to undergo during the next two years either a course of further general studies leading to the University or to other alternative courses that exist already or may be provided for. Parallel alternative courses will have to be instituted, so that the secondary stage may provide, in addition to the academic course leading to the University, a pre-

As a result of the post-war conditions, the community as a whole, along with others, has now come to realise their educational backwardness and it is pleasing to note that strenuous efforts have been successfully made by muslim leaders to remove the general indifference of parents towards the education of their children.

5. EDUCATION OF THE DEPRESSED CLASSES.

The number of Government special Primary Schools for the Depressed Classes increased from 302 in 1922-23 to 525 in 1931-32, while the number of aided schools fell, during the same period, from 276 to 72 schools as a large number of them, excepting those managed by organized bodies, had to be converted into Government schools to prevent their dying out. The total number of special schools fell, however, from 632 in 1926-27 to 607 in 1931-32 owing to the process of amalgamating small and inefficient special schools with general schools. The process of amalgamation is proceeding rapidly and it is hoped that in course of time separate schools will cease to exist altogether, as experience has shown that separate schools even when provided with the best of intentions tend to be less efficient in almost every way than the general schools. Of the 607 special schools in 1931-32, three were Middle Schools for boys and one for girls, six were Boarding Homes including one for girls, 525 were Primary Schools under the control of the Local Education Authorities and 72 were Aided Schools.

The number of scholars rose from 14,199 in 1922-23 to 19,620 in 1931-32, while the number of pupils reading in general schools increased, at the same time, from 3,035 to 4,940, a fact which signifies that the old prejudices against the admission of Adikarnataka children into general schools have gradually been disappearing. Owing to special measures adopted by Government, the progress of the community in higher education has been most rapid, the number of pupils reading in Colleges, High Schools, Middle Schools, and Technical Schools in the year 1931-32 being respectively 45, 221, 1,651, and 237 as against 0, 27, 850, and 109 in 1922-23. During the decennium, the number of Depressed Class pupils under instruction increased by 38 per cent, which is very satisfactory when compared with the increase of 7.7 per cent in the number of pupils for all communities taken together. It has to be pointed out, however, that the percentages of boys and girls under instruction in 1931-32 to the respective Depressed Class population of school-going age were only 22.7 and 3.8 as against similar percentages of 50.7 and 12.7 of boys and girls of all communities, the disparity in the percentages being now due more to economic difficulty of the parents than to any social disability.

The Government have all along realised that the education of the community so long steeped in ignorance and poverty, is one of their primary duties and have conceded the utmost possible State assistance for the education of its children. The opening of special schools in centres of Adikarnataka population, the starting of a Central Institute at Mysore, and Boarding Homes in some of the District Headquarters affording free boarding and lodging and facilitating the higher education of Adikarnataka pupils, the combining of industrial training with general education, wherever possible, and the granting of scholarships on a generous scale, together with a free supply of clothing and school requisites, and exemption from the payment of admission, tuition, examination and other fees, have been the main lines on which the education of the Depressed Class children has been developed in the past. As experience has shown that the generosity of Government in the past years has made the community reluctant to bear even slight burdens, and as continuous free assistance, without a corresponding sense of obligation on the part of the recipients, is likely to produce a demoralising effect, a few of the minor privileges have been recently withdrawn, and efforts are being made to obtain from students of the community in Boarding Homes some measure of payment either in money or in kind. It is also considered necessary that, in future, the number and magnitude of free Boarding Homes should be limited on account of their heavy cost and the establishment of aided hostels encouraged.

Provision was made for giving vocational training in addition to general education both in the Boarding Middle Schools and in general High Schools, while Practical Instruction Classes in Weaving, Mat-making, Leather-work, and Smithy were attached to selected Adikarnataka Primary Schools, where the children are comparatively old. Opportunities were also created by means of scholarships for study in Technical Institutions, such as, the Government Weaving Institute

and the School of Engineering. The attempt to give a vocational bias in Primary Schools proved a failure as the pupils in them required at least as much time for their general education as pupils in other schools, and as they were still too tender in age to profit by such technical instruction. The provision of vocational instruction in Middle and High Schools has also failed to divert students to Agriculture, handicrafts, or industries, as their vocation, as practically all pupils who underwent such courses have either passed on to the University or settled down to 'soft' jobs. The legitimate ambition of the youths of the community for a proper share of posts in the Government service in which their present number is so small and in the professions, and the absence of an intimate co-ordination between vocational work in the different stages of general instruction, as well as between vocational subjects taught in general schools and further work in technical schools existing in the State, have stood in the way of a large number of Adikarnataka pupils turning away from higher literary studies to vocational pursuits. The subject of providing continuous vocational courses in general schools and of establishing appropriate links between such instruction in general and technical schools has been engaging the attention of the Department.

6. TECHNICAL EDUCATION.

The orders of Government on the Education Memorandum contemplated the organization of the entire scheme of technical education in three distinct branches and aimed at unifying industrial education in the State by providing for continuous progress in industrial education from the most elementary form in the Practical Instruction Classes proposed to be attached to Primary and Secondary Schools, through the Taluk and District Industrial Schools, to the advanced classes at the Chamarajendra Technical Institute, Mysore. It was not found, however, possible on account of financial considerations to give full effect to the scheme of introducing practical instruction in industries and agriculture into all Middle Schools, nor to the scheme of establishing industrial schools in all Taluk and District Headquarters, with a view to providing correlation between the practical instruction imparted in Primary and Middle Schools with the courses of training in industrial schools.

Besides the Chamarajendra Technical Institute, Mysore, and the Weaving Institute, Bangalore, there were, in the year 1931-32, four District Industrial Schools, and four Trade Schools under the control of the Department of Industries and Commerce, in addition to seven private industrial schools and ten Home Industries classes, receiving grants-in-aid from that Department. In the year 1931-32, the Departmental schools and the Aided Industrial Schools had a total strength of 671 and 428 respectively, while the Home Industries Classes were attended by 255 women.

It will be seen that the existing number of Industrial Schools is very inadequate for an effective diversion of students from general into Industrial Schools, and further, a proper co-ordination has to be brought about between general and vocational schools. To this end, one method would be that the control of all types of schools is vested in the Department of Public Instruction, which should obtain in respect of vocational schools the help of committees of technical experts and representatives of employers. It is probable, however, that the proposed Board of Vocational Education will help to bring about a large measure of the necessary co-ordination between general and vocational schools.

The present day Secondary Education has been considered to be far too bookish, and suitable only for those proceeding to the University Courses. It has created not only a bias in favour of the learned professions and Government services, but also a contempt for any kind of manual labour, a tendency fraught with serious consequences in these days of rapid material progress, when the country requires men of practical ability. With a view to counteracting this tendency and diverting students in Secondary Schools from the University courses for which many are unfit, a large variety of pre-vocational subjects were introduced during the period of review. But the results have not fulfilled the original aims for various reasons, such as, the absence of alternative realistic courses to predispose students in favour of vocational occupations, the want of continuity of vocational subjects in the several grades of education, and of co-ordination between the general and technical schools, the ambition among students to obtain the hallmark of the University,

and the absence of adequate opportunities in the economic life of the State, which has forced young students to take to higher general education as the only possible means of preferment. As the administrative services can absorb but a small percentage of the out-turn of graduates and under-graduates, unemployment has become rife both among the forward classes as well as the backward and depressed classes. The only possible remedy appears to lie in giving a practical turn to the education imparted in Schools and Colleges, so that the successful students may at convenient stages be diverted to technical, industrial, and commercial pursuits, and thereby not only profit themselves, but also contribute to the material prosperity of the State.

Although the institution of technical schools and colleges, side by side with general schools, is no doubt the desideratum of the day, it has to be admitted that any unregulated starting of technical schools may prove a danger and a waste, by turning out a number of men who cannot obtain employment, whether owing to the inefficiency of instruction imparted or the non-existence of suitable and gainful employment. It would, therefore, be necessary to make a preliminary survey of the economic situation and an estimate of possible development to fix the kinds of vocational training, the number, and location of institutions of each kind, with reference to the actual and local needs of industry and trade. Further, such questions as the minimum general education necessary as the basis for technical education, co-ordination between vocational institutions and the general educational system of the country on the one hand, and its economic needs and conditions on the other, and provision of alternative courses in the same or in separate schools will have to be considered, and vocational guidance provided for to the pupils, so as to prevent social waste and individual unhappiness by ill-considered methods of choosing a vocation. Above all, an effective diversion into realistic courses of students who pass through the High Schools but are not fit for the present University courses will only be possible, if post-secondary vocational courses are provided for by the University, on the successful completion of which diplomas should be granted. It is hoped that the starting of a Technological Institute, as an All-State Memorial of the happy occasion of the Silver Jubilee of His Highness the Maharaja will give the realistic courses the necessary distinction and equality of status with the purely academic courses, and prove a fruitful factor in the solution of the problem of unemployment, specially acute among the educated middle classes.

7. UNIVERSITY EDUCATION.

The University of Mysore, which was inaugurated on 22nd July 1916, was the first to be founded in an Indian State and also the first among the three new Universities established in Southern India as offshoots of the old Federal University of Madras. In the first year of its inauguration, there were only two constituent colleges and in the next year, two more colleges were brought under its control. In 1924-25, the Medical College was started, so that there were in 1931-32, five constituent colleges in addition to six Intermediate Colleges, the control of which was transferred to the University from 1st July 1927, from which date the Intermediate classes were started in place of the University Entrance Classes. The strength of the Colleges in 1931-32 was 1,007 as against 1,050 in 1921-22 and the fall is mostly due to the abolition, in 1928-29, of the First Year B.A. Classes in the colleges consequent on the opening of the Senior Class in Intermediate Colleges. The strength of the Intermediate Colleges rose from 672 in 1921-22 to 1,666 in 1931-32 as also the strength in the Medical School, Bangalore, from 128 to 160.

The first quinquennium (1922-1927) marked the Re-organization of the University courses, as the result of the valuable suggestions made by the Calcutta University Commission. The Senate of the University of Mysore appointed a Special Committee, in 1921, to go into the question of the Re-organization of the University in the light of the recommendations made by the Commission. The Scheme of Re-organization which contemplated diversified Intermediate courses, some of pure arts or of pure science, others as preparatory to professional, vocational and technological studies, was adopted by the Senate, and the ordinances passed by the senate relating to both general and special Intermediate courses were approved by the Government.

The second quinquennium (1927-1932) marks the period during which the re-organized courses of studies sanctioned during the previous period were given effect to and fully became operative. The Entrance Course of one year was replaced by a two-year course in Intermediate Colleges under the University. Honours courses in B.A., and B.Sc. Degrees were opened to secure the interests of the abler students which stood the chance of being lost sight of, with the increase of strength in Colleges. The Honours courses have been differentiated from the Pass courses and the subjects for the Honours course are of a higher standard throughout than that for the Pass Degree, and in order that the training may not be too narrow, the student is also obliged to take one or more subsidiary subjects. Several new degrees such as the B. T., M. A. in Kannada, the M. A., and the M. Sc. Courses in Mathematics were all instituted to meet long-felt wants in University courses. Under the amended Regulation III of 1933, an Academic Council has been instituted as the Chief Academic Authority of the University, responsible for maintaining the standard of teaching and examination in the University. Unfortunately, no action could be taken, on account of financial limitation, to implement what many have considered the most significant of the proposed reforms, namely, diversified Intermediate courses with follow-on Diplomas in technological subjects.

The question of introducing Doctorate Degrees and of extending the B. T. Course to two years, the inclusion of Hindi as an optional subject, the institution of Music as a subject of study, and the institution of Diploma courses in Applied Chemistry, Textiles and Economics and Commerce, referred to above, are some of the important educational questions now under consideration of the University.

The University has certain features, which distinguish it from older Indian Universities. The Vice-Chancellor is a full-time Officer, and the Colleges are adequately represented in the University Council, in the Senate, and in the Academic Council. More of modern English is taught and great emphasis has been laid on the study of Kannada and other Vernaculars in the State, while facilities have been provided for learning French and German. The study of optional subjects, which are divided into convenient groups, has been specially encouraged, as also the University Unions which make for the growth of corporate life. The University being, in the fullest sense, a teaching institution, the system of tutorial instruction has been adopted with real benefit to students. Not only are the students trained to think and work for themselves, but it has also been possible for the teachers to watch the character and aptitude of pupils, and give them necessary and useful advice and guidance. Provision was also made for carrying on original research work in the several departments of the University by the Professorial Staff and by senior students, the latter being awarded Research and Post-graduate scholarships, and quite a large number of papers have been published in recognised Scientific and other Periodicals as well as in the Half-yearly Journal of the University. The Oriental Library and the Archaeological Department under the University afford ample opportunity for research work both to the students and the Professors. Foreign Scholarships have also been granted to members of the teaching staff as well as to graduates of distinction and high promise, to enable them to undergo courses of advanced study and research work in European and American Universities. With a view to extending the benefit of higher culture in the several Departments of the University to the general public, regular extension lectures in English and in Vernaculars were provided for, and to supplement the work of the Colleges and to encourage a spirit of co-operation between Universities special series of lectures were occasionally arranged to be delivered in the University by distinguished scholars, mostly on subjects of special interest to students. During the eighteen years of its existence, the University has maintained the standards of teaching and examination sufficiently high, so that its degrees have been real certificates to the public of the capacity and attainment of its products. The University has, during this period, produced not only efficient citizens but also men of culture, who have brought credit to the University by their success in the Indian Civil Service and other high examinations held by the Government of India. It is pleasant to record the tribute paid to Mysore students by Sir C. V. Raman in the course of his Convocation address in 1929:—

"I have been very fortunate during the past few years to have been able to welcome a number of students from Mysore to my laboratory at Calcutta, and the ability and industry they displayed was a credit not only to themselves, but also to their teachers and the training they received in your University. Some of them even displayed striking originality and capacity for research, and

it is a matter of great regret to me that lack of financial resources prevented me from inducing them to continue their researches at Calcutta beyond the stage of the Masters' Degree in Science."

GENERAL CONCLUSION.

To conclude, a forward policy in Primary schools and in improving the quality of work in them is clearly indicated. The work in Primary schools can only be improved by eliminating as many single-teacher schools as possible by a process of consolidation, by altering the conditions of service to attract men of better qualifications, and by lengthening the duration of the Primary course to one of six years. The extension of the course involves an increase in the number of Privileged Primary or Vernacular Lower Secondary schools, and their satisfactory equipment in respect of staff and school appliances. An increase in the number of Vernacular Lower Secondary schools would necessitate a corresponding increase in the Middle school education, which has to be met by the institution of Special English classes at convenient centres. Above all, a radical reform of the High school is called for with a view to making the High schools sorting houses of the youthful talent of the country and this can be done only if the High School Course is extended by a year, so that the first two years can be given to general studies common to all, and the subsequent two years either to further general studies leading to the University, or to more realistic studies, which may also lead to the University when it is in a position to offer vocational training, but till then to vocational studies in institutions that already exist in the State. Since for some years to come, a large number of children will drop off after the Primary stage, and as a large number of pupils unfit for High school and College courses have to be diverted after the Middle school stage, it is essential that the work in Primary and Middle schools should be properly co-ordinated with the work in Industrial schools. These developments are all essential, if the present system of education has to be re-adjusted to suit the needs of the new order of things. Unfortunately, financial limitations have blocked the course of development and reduced the funds that can be placed at the disposal of the Department, specially at a time when additional funds are required to effect important reforms in Primary and Secondary grades of education. Lack of public funds has made economy inevitable. The cost of such economy has, however, been heavy, if the welfare of the children is the criterion, and it cannot be forgotten that "the young are not young twice and those who are injured to-day are injured for life." It is to be only hoped that financial conditions will soon prosper, and the Department will soon be able to push through these developments, so that "the childhood of this generation is not altogether robbed of its right by lowering educational standards and lessening the educational offering."

PART II—TABLES

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1. NUMBER OF INSTITUTIONS AND SCHOLARS.

Year	Number of Institutions			Number of Scholars		
	Public	Private	Total	Public	Private	Total
1922-23	7,843	953	8,796	273,458	15,144	288,602
1923-24	7,995	1,093	9,088	287,491	16,762	304,253
1924-25	6,876	1,131	8,007	291,376	16,018	307,394
1925-26	6,893	1,173	8,066	297,410	18,579	315,989
1926-27	7,090	1,122	8,212	301,506	18,011	319,517
1927-28	7,060	1,122	8,182	303,918	18,005	321,923
1928-29	7,114	1,122	8,236	300,862	18,005	318,867
1929-30	7,202	1,156	8,358	311,132	18,796	329,928
1930-31	7,091	1,224	8,315	304,562	18,484	323,046
1931-32	6,698	1,216	7,914	290,746	19,042	309,788

2. NUMBER OF PUBLIC INSTITUTIONS FOR BOYS AND GIRLS AND SCHOLARS IN THEM.

Year	Number of Institutions			Number of Scholars		
	Boys	Girls	Total	Boys	Girls	Total
1922-23	7,065	778	7,843	220,879	52,579	273,458
1923-24	7,177	818	7,995	232,040	55,451	287,491
1924-25	6,090	786	6,876	232,718	58,658	291,376
1925-26	6,105	788	6,893	237,606	59,804	297,410
1926-27	6,302	788	7,090	240,463	61,043	301,506
1927-28	6,272	788	7,060	241,797	62,121	303,918
1928-29	6,330	784	7,114	241,051	59,811	300,862
1929-30	6,540	662	7,202	249,012	62,120	311,132
1930-31	6,467	624	7,091	243,452	61,110	304,562
1931-32	6,132	566	6,698	232,784	57,962	290,746

3. PUBLIC INSTITUTIONS BY MANAGEMENT AND CLASSIFICATION OF PUPILS IN THEM.

Year	Number of Institutions					Number of Scholars				
	Government	Municipal	Aided	Unaided	Total	Government	Municipal	Aided	Unaided	Total
1922-23	3,445	25	4,355	18	7,843	182,749	2,829	87,115	765	273,458
1923-24	3,860	41	4,073	21	7,995	196,146	5,669	84,801	875	287,491
1924-25	4,286	42	2,532	16	6,876	210,759	5,715	74,087	815	291,376
1925-26	4,357	85	2,425	26	6,893	213,045	10,273	72,817	1,275	297,410
1926-27	4,901	86	2,100	3	7,090	226,562	10,118	64,584	242	301,506
1927-28	4,953	102	2,004	1	7,060	228,814	12,185	62,904	15	303,918
1928-29	5,176	106	1,826	6	7,114	231,854	11,909	56,794	305	300,862
1929-30	5,489	155	1,552	6	7,202	246,871	13,484	50,143	634	311,132
1930-31	5,345	94	1,644	8	7,091	238,860	11,625	53,248	829	304,562
1931-32	371	4,892	1,426	9	6,698	39,240	1,99,591	51,429	486	290,746

4. PUBLIC INSTITUTIONS BY MANAGEMENT AND BY PERIODS.

Public Institutions Managed by	1896-97	1901-02	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32
Government	1,665	1,920	1,815	1,987	2,731	3,168	4,901	371
Local Fund and Municipal Boards	2	3	2	3	24	21	86	4,892
Aided Agency	60	383	429	521	4,442	4,462	2,100	1,426
Unaided Agency	294	25	33	56	239	16	3	9
Total	2,021	2,231	2,279	2,567	7,436	7,667	7,090	6,698

5. PUPILS IN PUBLIC INSTITUTIONS BY MANAGEMENT AND BY PERIODS.

Schools Managed by	1896-97	1901-02	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32
Government	71,344	73,283	76,340	96,185	169,676	182,725	226,562	39,240
Local Fund and Municipal Boards	896	722	206	576	2,328	2,640	10,118	199,591
Aided Agency	16,192	16,620	20,445	24,979	123,410	105,678	64,584	51,429
Unaided Agency	1,892	611	1,218	1,851	6,534	581	242	486
Total	90,324	91,236	98,209	123,491	301,948	291,624	301,506	290,746

6. PUBLIC INSTITUTIONS AND SCHOLARS IN THEM BY STANDARD OF INSTRUCTION.

Year	Number of Institutions						Number of Scholars in					
	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	Total	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	Total
1922-23	7	2	546	7,196	92	7,843	1,264	159	39,026	228,633	4,376	273,458
1923-24	7	2	610	7,283	93	7,995	1,306	198	37,472	244,179	4,334	287,491
1924-25	7	3	632	6,148	86	6,876	1,257	241	37,733	247,803	4,342	291,376
1925-26	7	3	630	6,165	88	6,893	1,566	400	38,351	252,262	4,831	297,410
1926-27	7	3	627	6,363	90	7,090	1,618	466	35,264	259,846	4,312	301,506
1927-28	15	3	615	6,336	91	7,060	2,921	474	36,383	259,691	4,449	303,918
1928-29	12	3	625	6,381	93	7,114	3,222	462	37,948	254,924	4,256	300,862
1929-30	12	3	636	6,455	96	7,202	2,627	967	40,773	262,272	4,493	311,128
1930-31	12	3	557	6,395	124	7,091	2,441	729	41,760	254,259	5,373	304,562
1931-32	12	3	358	6,199	126	6,698	2,982	262	39,287	242,241	5,974	290,746

7. PUBLIC INSTITUTIONS BY PERIODS CLASSIFIED BY STANDARD OF INSTRUCTION.

Grade of Schools	1896-97	1901-02	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32
Arts Colleges	6	8	7	8	7	8	7	12
Professional Colleges	...	...	...	...	1	1	3	3
Secondary Schools	197	242	296	308	411	521	627	358
Primary Schools	1,767	1,928	1,908	2,177	6,827	6,782	6,363	6,199
Special Schools	51	53	68	74	190	356	90	126
Total	2,021	2,231	2,279	2,567	7,436	7,667	7,090	6,698

8. PUPILS IN DIFFERENT GRADES OF PUBLIC INSTITUTIONS BY PERIODS.

Pupils reading in	1896-97	1901-02	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32
Arts Colleges	562	577	581	578	786	1,401	1,618	2,982
Professional Colleges	...	...	...	...	6	6	466	262
Secondary Schools	27,251	25,827	32,592	39,528	56,340	81,809	35,264	39,287
Primary Schools	60,427	63,039	62,718	80,175	236,456	197,752	259,846	242,241
Special Schools	2,084	1,793	2,318	3,210	6,360	10,656	4,312	5,974
Total	90,324	91,236	98,209	123,491	301,948	291,624	301,606	290,746

9. PUPILS IN PUBLIC INSTITUTIONS BY RACE OR CREED.

Year	Europeans and Anglo-Indians	Indian Christians	Hindus	Mahomedans	Parsis and others	Total
1922-23	482	3,832	221,967	38,493	8,664	273,458
1923-24	492	3,766	209,116	41,273	38,844	287,491
1924-25	493	3,801	231,429	39,846	15,807	291,376
1925-26	522	4,018	235,597	43,582	13,691	297,410
1926-27	547	4,132	242,016	43,106	11,706	301,506
1927-28	434	3,615	240,176	42,228	17,465	303,918
1928-29	456	4,018	253,150	43,199	39	300,862
1929-30	371	4,602	262,531	43,585	43	311,128
1930-31	363	4,412	257,064	42,682	21	304,562
1931-32	150	3,561	233,754	41,130	12,131	290,746

* The figures under this column as taken from the Annual Reports are not obviously correct, since a number of Hindus have been included under this head, which should have consisted of only Parsis, Jains and Buddhists.

10. NUMBER AND STRENGTH OF PRIVATE INSTITUTIONS CLASSIFIED
ACCORDING TO GRADES.

Schools	1922-23				1923-24			
	Number of Schools	Boys	Girls	Total	Number of Schools	Boys	Girls	Total
ADVANCED.								
Arabic and Persian ...	...	...	...	...	...	...	...	...
Sanskrit ...	...	...	...	...	...	...	...	...
ELEMENTARY.								
Elementary Koran ...	1	42	...	42	...	...	...	...
Vernacular ...	868	12,929	1,003	13,932	1,085	15,433	1,213	16,646
Other Schools ...	84	1,170	...	1,170	8	111	5	116
Total ...	953	14,141	1,003	15,144	1,093	15,544	1,218	16,762
1924-25								
ADVANCED.								
Arabic and Persian ...	...	...	...	...	8	81	3	84
Sanskrit ...	...	...	...	...	5	59	...	59
ELEMENTARY.								
Elementary Koran ...	...	...	...	...	1	18	...	18
Vernacular ...	1,067	13,895	1,193	15,088	942	14,101	1,464	15,565
Other Schools ...	64	854	76	930	217	2,585	268	2,853
Total ...	1,131	14,749	1,269	16,018	1,173	16,844	1,735	18,579
1926-27								
ADVANCED.								
Arabic and Persian ...	...	...	...	...	...	...	...	...
Sanskrit ...	4	65	7	72	4	65	7	72
ELEMENTARY.								
Elementary Koran ...	...	...	...	...	...	...	...	...
Vernacular ...	1,091	15,976	1,589	17,565	1,118	16,338	1,595	17,933
Other Schools ...	27	368	6	374	...	...	...	...
Total ...	1,122	16,409	1,602	18,011	1,122	16,403	1,602	18,005
1928-29								
ADVANCED.								
Arabic and Persian ...	...	...	...	...	...	...	...	...
Sanskrit ...	4	65	7	72	5	69	3	72
ELEMENTARY.								
Elementary Koran ...	...	...	...	...	...	...	...	...
Vernacular ...	1,118	16,338	1,595	17,933	1,151	16,914	1,810	18,724
Other School ...	...	...	...	...	...	...	...	...
Total ...	1,122	16,403	1,602	18,005	1,156	16,983	1,813	18,796
1930-31								
ADVANCED.								
Arabic and Persian ...	...	...	...	...	...	...	...	...
Sanskrit ...	...	...	...	...	...	...	...	...
ELEMENTARY.								
Elementary Koran ...	...	...	...	...	...	...	...	...
Vernacular ...	1,224	16,516	1,968	18,484	1,216	17,032	2,010	19,042
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	1,224	16,516	1,968	18,484	1,216	17,032	2,010	19,042
1931-32								
ADVANCED.								
Arabic and Persian ...	...	...	...	...	...	...	...	...
Sanskrit ...	...	...	...	...	...	...	...	...
ELEMENTARY.								
Elementary Koran ...	...	...	...	...	...	...	...	...
Vernacular ...	1,224	16,516	1,968	18,484	1,216	17,032	2,010	19,042
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	1,224	16,516	1,968	18,484	1,216	17,032	2,010	19,042

11. COMPARATIVE PERCENTAGE OF SCHOLARS TO POPULATION.

No.	Province	Percentage of boys at school to the total male population	Percentage of girls at school to the total female population	Percentage of scholars to the total population
1	Cochin	15.6	9.5	12.5
2	Travancore	14.4	9.8	11.8
3	Baroda	12.8	7.8	10.4
4	Madras	9.5	3.1	6.3
5	Bombay	9.1	2.8	6.1
6	Punjab	8.8	1.9	5.6
7	Bengal	8.5	2.3	5.6
8	Mysore	7.6	1.9	4.8
9	Burma	6.8	3.0	4.3
10	United Provinces	5.3	0.7	3.1

12. PERCENTAGE OF PUPILS TO SCHOOL-GOING POPULATION BY PERIODS.

Year	Percentage of boys to the male population of school-going age	Percentage of girls to the female population of school-going age	Percentage of both boys and girls to the total population of school-going age
1896-97	27.42	4.01	15.78
1901-02	23.07	4.13	13.70
1906-07	23.90	4.76	14.40
1911-12	30.10	5.70	18.30
1916-17	62.20	13.30	38.00
1921-22	57.88	12.69	35.54
1926-27	57.71	14.16	36.35
1931-32	50.70	12.70	32.20

13. EXPENDITURE ON EDUCATION.

Year	University (1).	Department of Public Instruction			Grand Total (1) and (2)
		Direct	Indirect	Total (2)	
		Rs.	Rs.	Rs.	
1922-23	7,06,188 (13.93)	31,19,792 (61.53)	12,14,500 (24.54)	43,64,294 (86.07)	50,70,480
1923-24	6,32,687 (12.33)	32,09,081 (62.54)	12,89,517 (25.13)	44,98,596 (87.67)	51,31,285
1924-25	8,33,899 (14.91)	34,52,802 (61.75)	13,05,165 (23.34)	47,57,967 (85.09)	55,91,866
1925-26	9,08,546 (14.96)	38,76,129 (63.82)	12,89,028 (21.22)	51,65,157 (85.04)	60,73,703
1926-27	9,35,447 (15.35)	38,93,659 (63.80)	12,64,171 (20.85)	51,57,830 (94.65)	60,93,277
1927-28	9,45,195 (14.76)	41,07,998 (64.13)	13,52,601 (21.11)	54,60,599 (85.24)	64,05,794
1928-29	11,60,000 (17.32)	41,06,952 (61.34)	14,29,196 (21.34)	55,36,148 (82.68)	66,96,148
1929-30	12,42,000 (18.24)	42,21,349 (61.99)	13,46,343 (19.77)	55,68,292 (81.76)	68,10,292
1930-31	11,75,000 (17.01)	43,86,698 (63.50)	13,46,750 (19.49)	57,33,448 (82.99)	69,08,443
1931-32	13,29,142 (19.26)	42,58,570 (61.70)	13,14,133 (19.04)	55,72,708 (80.74)	69,01,570

(N.B.—Percentages of the expenditure incurred by the University and by the Department of Public Instruction to the total expenditure are indicated in brackets below the respective figures.)

14. COMPARATIVE PERCENTAGE OF EXPENDITURE ON EDUCATION TO PROVINCIAL EXPENDITURE IN 1931-32.

No.	Province	Total Provincial Expenditure	Expenditure on Education from Government Funds	Percentage of (4) to (3)
1	2	3	4	5
		Rs.	Rs.	Rs.
1	Travancore	2,18,90,000	36,81,515	16'82
2	Panjab	10,38,03,882	1,64,92,681	15'89
3	Madras	16,24,47,176	2,55,71,715	15'74
4	Mysore	3,56,03,763	53,12,771	14'92
5	Cochin	82,97,130	12,12,155	14'60
6	Baroda	2,61,89,000	35,18,000	13'43
7	Bengal	11,00,51,849	1,44,50,039	13'13
8	Bombay	15,29,38,534	1,90,01,654	12'42
9	Assam	2,47,72,884	28,82,606	11'64
10	Bihar and Orissa	5,42,53,411	55,67,823	10'26

15. DIRECT EXPENDITURE ON EDUCATION BY OBJECTS (DEPARTMENT OF PUBLIC INSTRUCTION).

Year	Sanskrit Colleges	Training College and Training Schools	Secondary Schools	Primary Schools	All Other Special Schools	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23 ...	60,389	1,69,144	13,25,264	13,36,997	2,27,998	31,19,792
1923-24 ...	51,849	1,44,135	12,58,495	14,92,127	2,62,475	32,09,081
1924-25 ...	50,750	1,02,045	13,87,038	16,53,208	2,59,761	34,52,802
1925-26 ...	58,530	78,687	15,87,647	18,93,347	2,57,918	38,76,129
1926-27 ...	58,793	77,600	15,13,909	19,94,710	2,48,647	38,93,659
1927-28 ...	48,012	1,92,275	16,20,455	20,13,011	2,34,245	41,07,998
1928-29 ...	49,990	2,19,046	16,53,116	19,56,339	2,28,461	41,06,952
1929-30 ...	41,757	2,25,909	17,34,077	20,17,340	2,02,866	42,21,949
1930-31 ...	49,317	2,29,835	17,11,299	20,68,173	3,28,074	43,86,698
1931-32 ...	53,971	1,98,000	15,31,972	22,07,125	2,67,502	42,58,570

16. INDIRECT EXPENDITURE ON EDUCATION BY OBJECTS (DEPARTMENT OF PUBLIC INSTRUCTION.)

Year	Direction	Inspection	Scholarships	Buildings	Equipment Grants	Miscellaneous	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23 ...	81,483	3,18,827	1,21,943	1,83,866	1,52,837	3,85,544	12,44,500
1923-24 ...	72,831	2,97,925	1,49,539	2,08,356	1,67,389	3,93,477	12,89,517
1924-25 ...	76,323	2,85,501	1,71,078	2,20,621	1,45,731	4,05,911	13,05,165
1925-26 ...	78,912	2,36,739	1,65,438	2,75,631	1,13,046	4,19,262	12,89,028
1926-27 ...	1,06,115	2,62,384	1,69,563	1,87,106	1,34,117	4,04,881	12,64,171
1927-28 ...	1,22,412	3,08,852	1,60,984	2,07,195	43,760	5,09,398	13,52,601
1928-29 ...	1,21,099	2,97,077	1,70,719	2,69,553	1,07,557	4,63,191	14,29,196
1929-30 ...	1,18,185	2,98,939	1,72,708	2,61,263	1,13,782	3,81,466	13,46,343
1930-31 ...	1,27,846	2,93,129	1,80,402	2,21,840	44,747	4,78,786	13,46,750
1931-32 ...	1,06,318	2,47,929	1,22,167	85,624	98,544	6,53,556	13,14,138

17. EXPENDITURE ON EDUCATION BY SOURCES.

Year	Public Funds			Fees	Endowments and other sources	Total Expenditure
	Provincial Revenues	Municipal Funds	Local Funds			
1922-23	Rs. 44,10,821 (86'99)	Rs. 5,078 (0'10)	Rs. 45,116 (0'89)	Rs. 3,19,431 (6'30)	Rs. 2,90,034 (5'72)	Rs. 50,70,480
1923-24	40,52,393 (78'97)	42,155 (0'82)	4,83,557 (9'43)	3,19,658 (6'28)	2,33,522 (4'55)	51,31,285
1924-25	43,40,650 (77'62)	45,399 (0'81)	6,46,484 (11'56)	3,31,941 (5'94)	2,27,392 (4'07)	55,91,866
1925-26	47,67,196 (78'49)	46,247 (0'77)	6,28,419 (10'35)	4,42,362 (7'27)	1,89,479 (3'12)	60,73,703
1926-27	49,26,938 (80'87)	49,565 (0'81)	4,61,113 (7'56)	4,08,266 (6'70)	2,47,395 (4'06)	60,93,277
1927-28	51,62,113 (80'59)	50,476 (0'79)	5,19,795 (8'11)	4,66,291 (7'28)	2,07,119 (3'23)	64,05,794
1928-29	54,10,296 (80'79)	56,600 (0'85)	5,18,291 (7'74)	4,50,891 (6'73)	2,60,070 (3'89)	66,96,148
1929-30	56,37,533 (82'78)	68,027 (0'99)	6,25,491 (9'19)	2,82,246 (4'15)	1,96,995 (2'89)	68,10,292
1930-31	56,10,962 (81'22)	1,41,159 (2'04)	5,89,999 (8'54)	4,76,600 (6'90)	89,728 (1'30)	69,08,448
1931-32	53,12,771 (77'0)	69,682 (1'00)	5,79,554 (8'00)	6,68,927 (9'60)	2,70,916 (4'40)	69,01,850

NOTE.—Percentage of each source to the total expenditure is indicated in brackets below the respective figures.

18. EXPENDITURE ON EDUCATION BY SOURCES AND BY PERIODS.

Year	Public Funds			Fees	Endowments and other sources	Total Expenditure
	Provincial Revenues	Local Funds	Municipal Funds			
1896-97	Rs. 4,77,576 (52'10)	Rs. 2,05,555 (22'42)	Rs. 33,422 (3'65)	Rs. 96,188 (10'49)	Rs. 1,03,953 (11'34)	Rs. 9,16,694
1901-02	6,73,693 (58'67)	2,63,129 (22'91)	33,516 (2'92)	91,132 (7'94)	86,506 (7'56)	11,48,276
1906-07	8,12,876 (56'28)	2,68,882 (18'62)	27,207 (1'88)	1,52,938 (10'59)	1,82,408 (12'63)	14,44,311
1911-12	11,73,620 (60'20)	3,52,641 (18'10)	28,648 (1'47)	1,59,397 (8'18)	2,33,712 (11'90)	19,48,018
1916-17	19,94,580 (60'49)	5,88,587 (17'85)	27,049 (0'82)	3,63,905 (11'04)	3,23,440 (9'80)	32,97,561
1921-22	28,71,355 (64'27)	10,04,725 (23'18)	5,245 (0'11)	2,86,749 (6'24)	2,79,168 (6'20)	41,41,132
1926-27	49,26,938 (80'87)	4,61,113 (7'56)	49,565 (0'81)	4,08,266 (6'70)	2,47,395 (4'06)	60,93,277
1931-32	53,12,771 (77'00)	5,79,554 (8'00)	69,682 (1'00)	6,68,927 (9'60)	2,70,916 (4'40)	69,01,850

NOTE.—Percentage of each source to the total expenditure is indicated in brackets below the respective figures.

19. PRIMARY SCHOOLS FOR BOYS BY MANAGEMENT.

Year	Government		District and Municipal Boards		Aided		Unaided		Total		Girls in Boys' Schools	Boys in Girls' Schools	Total No. of boys under instruction	Percentage of boys in Primary Schools to the total No. of boys under instruction.	Percentage of boys in Primary Schools to the total male population of School-going age.
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils					
1922-23	2,442	1,22,372	25	2,829	4,023	70,738	14	420	6,504	1,96,359	15,830	226	1,80,755	82.1	40.4
1923-24	2,740	1,34,234	41	5,669	3,758	68,963	15	352	6,554	2,09,218	17,640	265	1,96,843	77.8	42.8
1924-25	3,100	1,46,922	42	5,715	2,295	58,952	11	313	5,448	2,11,902	20,184	277	1,91,955	77.9	42.8
1925-26	3,174	1,49,950	64	7,408	2,204	58,036	20	715	5,462	2,16,109	20,983	352	1,95,478	76.8	43.6
1926-27	3,703	1,66,486	64	7,301	1,891	50,585	...	...	5,658	2,24,372	21,512	350	2,03,210	78.6	45.4
1927-28	3,808	1,66,896	76	9,456	1,646	45,744	...	...	5,630	2,22,149	22,050	295	2,00,394	78.2	44.7
1928-29	3,959	1,67,785	72	8,267	1,645	43,724	1	26	5,677	2,19,802	23,599	298	1,96,541	76.3	42.5
1929-30	4,363	1,83,742	83	8,992	1,408	37,626	1	36	5,875	2,30,296	27,162	340	2,03,474	76.5	45.4
1930-31	4,356	1,75,719	60	7,800	1,440	39,178	1	119	5,857	2,22,816	25,980	399	1,97,235	75.9	44.0
1931-32	10	927	4,424	173,759	1,242	36,258	...	...	5,676	2,10,944	28,482	417	1,87,879	75.2	38.2

20. PRIMARY SCHOOLS FOR BOYS, AND PUPILS, BY PERIODS.

	1896-97	1901-02	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32
Primary Schools for boys ...	1,616	1,725	1,707	1,955	6,337	6,216	5,658	5,676
Pupils in Primary Schools for boys.	52,228	53,868	53,434	69,492	2,14,685*	1,75,301*	2,24,372*	2,10,944*
Average number of pupils in a Primary School for boys.	32	31	31	35	33	28	39	37

* Includes girls reading in boys' Schools.

21. EXPENDITURE ON PRIMARY SCHOOLS FOR BOYS BY MANAGEMENT.

Year	Government	District and Municipal Boards	Aided	Total	Percentage to total expenditure on education	Average Annual expenditure on a Public Primary School for boys
	Rs.	Rs.	Rs.	Rs.		Rs.
1922-23	7,92,920	700	2,57,735	10,51,355	24.09	162
1923-24	9,25,470	34,440	2,24,244	11,84,154	26.32	181
1924-25	10,24,865	62,225	2,07,646	12,94,736	27.20	237
1925-26	13,00,168	75,128	1,41,410	15,16,706	25.64	277
1926-27	12,80,590	1,07,551	1,90,125	15,77,306	25.90	277
1927-28	14,03,602	1,32,000	1,30,008	16,65,610	26.00	296
1928-29	13,09,430	1,35,000	1,41,792	15,86,222	23.69	279
1929-30	13,92,478	97,000	1,30,626	16,20,104	23.78	275
1930-31	14,70,483	76,000	1,45,911	16,92,394	24.60	288
1931-32	17,585	16,58,615	1,45,949	18,22,149	26.30	321

22. EXPENDITURE ON PRIMARY SCHOOLS FOR BOYS BY SOURCES.

Year	Public Funds				Fees	Other Sources	Grand Total
	State Funds	Local Funds	Municipal Funds	Total			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23	10,34,544	240	460	10,35,244	373	15,788	10,51,355
1923-24	8,81,144	2,51,056	40,125	11,72,325	697	11,132	11,84,154
1924-25	9,28,580	3,32,412	25,652	12,86,644	140	7,952	12,94,736
1925-26	11,24,867	3,64,491	27,186	15,16,544	162	...	15,16,706
1926-27	13,27,293	2,06,641	33,372	15,67,306	211	10,389	15,77,306
1927-28	13,51,399	2,63,543	50,197	16,65,139	137	334	16,65,610
1928-29	12,84,565	2,48,755	50,360	15,83,680	424	2,118	15,86,222
1929-30	12,39,780	3,35,678	37,292	16,12,750	851	6,503	16,20,104
1930-31	13,11,153	3,46,554	32,768	16,90,475	1,049	870	16,92,394
1931-32	14,06,565	3,40,827	53,287	18,00,679	203	21,267	18,22,149

23. EXPENDITURE ON PRIMARY SCHOOLS FOR BOYS BY SOURCES AND BY PERIODS.

Year	State Funds	Local Funds	Municipal Funds	Fees	All Other Sources	Total	Percentage to total expenditure
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1896-97	22,495	1,42,823	780	4,209	6,807	1,77,114	19.30
1901-02	33,183	1,67,195	6,095	3,564	9,727	2,19,764	19.14
1906-07	29,411	1,59,192	2,182	10,950	18,508	2,20,243	15.25
1911-12	32,718	2,53,547	2,410	1,771	12,356	3,02,802	15.54
1916-17	2,28,278	3,79,358	3,517	1,036	11,206	6,23,395	18.90
1921-22	4,09,272	6,88,690	372	1,027	14,247	11,13,608	25.08
1926-27	13,27,293	2,06,641	33,372	211	10,389	15,77,906	25.90
1931-32	14,06,565	3,40,827	53,287	203	21,267	18,22,149	26.30

24. AVERAGE NUMBER OF SQUARE MILES AND OF POPULATION SERVED BY A PRIMARY SCHOOL.

Year	Area in square miles	Population	Population per square mile	Number of Public Primary Schools	Number of Private Primary Schools	Total number of Schools	Average area in square miles served by a Primary School	Average population served by a Primary School
1921-22	29,461	58,59,952	199	6,782	938	7,720	3 90	759
1926-27	29,461	58,59,952	199	6,363	1,122	7,485	3 90	753
1931-32	29,312*	64,23,189	224	6,199	1,216	7,415	3 95	806

* The area as found out by accurate measurement, and as given in the Census Report of 1931.

25. AVERAGE ANNUAL COST OF EDUCATING A PUPIL IN A PRIMARY SCHOOL FOR BOYS

Year	Average number on the roll—monthly, in Primary Schools for boys			Average annual cost of educating a pupil (from public funds) in		
	Government and Municipal Schools	Aided	Total	Government and Municipal Schools	Aided Schools	Total
1922-23	118,011	63,809	181,820	Rs. a. p. 6 11 6	Rs. a. p. 3 12 9	Rs. a. p. 5 11 1
1923-24	130,377	63,195	193,572	7 5 9	3 8 9	6 1 10
1924-25	146,031	53,824	199,855	7 7 1	3 13 9	6 7 8
1925-26	150,729	52,236	202,965	9 1 11	2 11 4	7 7 7
1926-27	164,653	47,200	211,853	8 6 11	4 0 5	7 7 2
1927-28	175,640	42,321	217,961	8 11 10	3 1 2	7 10 3
1928-29	175,802	43,469	219,271	8 3 6	3 4 2	7 3 9
1929-30	187,869	35,658	223,527	7 14 10	3 10 7	7 3 3
1930-31	173,870	34,504	208,374	8 4 2	4 3 8	8 1 11
1931-32	170,672	37,471	208,143	9 14 4	3 14 4	8 12 1

26. SECONDARY SCHOOLS FOR BOYS AND PUPILS IN THEM.

Year	High							
	Number of schools	English			Number of schools	Vernacular		
		Boys	Girls	Total		Boys	Girls	Total
1922-23	19	6,627	3	6,630 (a)	4	254		254
1923-24	21	7,006	6	7,012	3	285		285
1924-25	22	6,928	7	6,935	3	290		290
1925-26	23	7,229	5	7,234	3	236		236
1926-27	23	7,066	7	7,073	3	225		225
1927-28	23	6,702	8	6,710	3	226		226
1928-29	25	6,380		6,380	3	218		218
1929-30	28	6,549		6,549	3	232		232
1930-31	29	6,505	23	6,528	3	234	2	236
1931-32	29	6,674	22	6,596	3	226	1	227

Year	Middle							
	Number of schools	English			Number of schools	Vernacular		
		Boys	Girls	Total		Boys	Girls	Total
1922-23	172	20,131	149	20,280	273	7,812	164	7,976
1923-24	192	20,524	173	20,697	313	6,834	78	6,912
1924-25	205	20,934	203	21,137	321	6,869	97	6,966
1925-26	215	21,837	210	22,047	310	6,418	80	6,498
1926-27	235	20,709	235	20,944	289	4,842	62	4,904
1927-28	240	21,990	128	22,118	274	5,010	67	5,077
1928-29	252	23,794		23,794	272	5,301		5,301
1929-30	259	25,970		25,970	271	5,537		5,537
1930-31	284	28,268	365	28,633	162	3,403	61	3,464
1931-32	290	29,490	409	29,899	229 (b)	3,355 (c)		3,355

Year	Number of schools	Total								
		Strength			Average number of pupils in					
		Boys	Girls	Total	High Schools		Middle Schools		Secondary Schools	
1922-23	468	34,824	316	35,140	349	64	118	29	141	30
1923-24	529	34,649	257	34,906	334	96	108	22	130	23
1924-25	551	35,021	307	35,328	315	90	103	22	124	22
1925-26	551	35,720	295	36,015	315	79	103	21	123	22
1926-27	550	32,862	304	33,166	306	75	89	17	106	18
1927-28	540	33,828	303	34,131	292	75	92	19	110	19
1928-29	652	35,693		35,693	255	73	94	19	109	20
1929-30	561	38,288		38,288	234	77	100	20	113	21
1930-31	478	38,410	451	38,861	225	79	101	21	112	22
1931-32	551	36,290	196	40,077	227	75	103	12	114	13

(a) Figures in this column include strength in Entrance Classes and in Morning Sections for failed candidates.
 (b) Number of Privileged Primary Schools.
 (c) Strength in the Upper Primary Classes.

27. SECONDARY ENGLISH SCHOOLS FOR BOYS BY MANAGEMENT.

Year	English High Schools								Middle Schools									
	Government		Municipal		Aided		Total		Government		Municipal		Aided		Un-aided		Total	
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars
1922-23	12	4,047	...	...	7	2,583	19	6,630*	149	17,092	...	...	20	2,918	3	270	172	20,280
1923-24	14	4,562	...	...	7	2,450	21	7,012	168	17,562	...	...	21	2,942	3	193	192	20,697
1924-25	15	4,490	...	...	7	2,445	22	6,935	182	17,996	...	...	21	2,961	2	178	206	21,137
1925-26	16	4,686	...	...	7	2,548	23	7,234	191	18,654	...	...	22	3,216	2	177	215	22,047
1926-27	16	4,706	...	...	7	2,387	23	7,093	210	17,525	...	...	23	3,250	2	169	235	20,944
1927-28	17	4,651	...	...	6	2,059	23	6,710	213	18,376	...	...	24	3,062	3	680	240	22,118
1928-29	17	4,366	2	83	6	1,931	25	6,380	225	20,016	...	...	24	3,537	3	241	252	23,794
1929-30	17	4,453	5	255	6	1,841	28	6,549	228	21,783	...	...	28	3,956	3	231	259	25,970
1930-31	17	4,331	6	453	6	1,744	29	6,528	256	24,818	...	...	25	3,551	3	264	284	28,633
1931-32	17	4,423	6	51	6	1,656	29	6,696	262	25,854	...	...	25	3,788	3	257	290	29,899

* Figures in this column include strength in Entrance Classes and in Morning Sections for failed Candidates.

28. SECONDARY VERNACULAR SCHOOLS FOR BOYS BY MANAGEMENT.

Year	Vernacular High Schools								Vernacular Lower Secondary Schools								
	Government		Municipal		Aided		Total		Government		Municipal		Aided		Total		
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	
1922-23	4	254	...	...	...	...	...	4	254	266	7,568	...	...	7	408	273	7,976
1923-24	3	285	...	...	...	...	...	3	285	305	6,522	...	...	8	390	313	6,912
1924-25	3	290	...	...	...	...	...	3	290	314	6,492	...	...	7	474	321	6,966
1925-26	3	236	...	...	...	...	...	3	236	304	6,180	...	...	6	318	310	6,498
1926-27	3	225	...	...	...	...	...	3	225	284	4,711	...	...	5	193	289	4,904
1927-28	3	226	...	...	...	...	...	3	226	270	4,972	...	...	4	105	274	5,077
1928-29	3	218	...	...	...	...	...	3	218	269	5,212	...	...	3	89	272	5,301
1929-30	3	232	...	...	...	...	...	3	232	268	5,443	...	...	3	94	271	5,537
1930-31	3	236	...	...	...	...	...	3	236	159	3,372	...	...	3	92	162	3,464
1931-32	3	227	...	...	...	...	...	3	227	227	3,325	...	...	2	30	229a	3,355b

(a) Privileged Primary Schools.

(b) Strength in V and VI Primary Classes.

29. SECONDARY SCHOOLS FOR BOYS BY PERIODS.

Grades of Schools	1896-97		1901-02		1906-07		1911-12		1916-17		1921-22		1926-27		1931-32	
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars
1. English High Schools.	13	3,911	13	2,706	14	3,461	14	3,794	14	5,730*	18	7,690*	23	7,093*	29	6,596
2. Vernacular High Schools.	...	...	...	...	...	...	...	...	6	211	4	247	3	225	3	227
3. English Middle Schools	71	10,682	107	12,616	114	13,955	133	19,726	191	27,014	309	51,771	235	20,944	290	29,899
4. Vernacular Lower Secondary Schools.	96	10,293	94	7,656	119	10,364	83	8,229	89	10,366	79	9,120	289	4,904	229	3,355
Total	180	24,886	214	22,978	247	27,770	230	31,749	300	43,321	408	68,828†	550	33,166	551	40,077

(a) Incomplete Middle Schools. (b) Privileged Primary Schools. (c) Strength in the V and VI Primary Classes.

* Includes strength in Entrance Classes. † Includes strength in Entrance Classes as well as strength in Primary sections attached to Middle and Lower Secondary Schools.

30. PUPILS ACCORDING TO RACE IN SECONDARY ENGLISH SCHOOLS FOR BOYS.

Caste	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Europeans and Anglo Indians	...	171	187	196	184	214	206	198	199	2
Indian Christians	...	436	523	487	494	496	461	541	644	656
Hindus	...	23,634	21,117	24,102	24,933	24,011	25,896	26,990	29,140	31,533
Mahomedans	...	1,998	2,104	2,245	2,492	2,189	2,265	2,423	2,533	2,963
Parsis and Others	...	671	3,778	1,042	1,178	1,127	...	22	3	7
Total	...	26,910	27,709	28,072	29,281	28,037	28,828	30,174	32,519	35,161

31. PUPILS ACCORDING TO RACE IN SECONDARY VERNACULAR SCHOOLS FOR BOYS

Caste	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Europeans and Anglo-Indians	Nil	...	...	...	...	...	...
Indian Christians	...	71	69	56	57	57	55	63	19	15
Hindus	...	7,018	5,666	6,041	5,593	4,215	4,405	4,680	4,989	2,906
Mahomedans	...	1,029	976	931	886	759	742	776	761	779
Parsis and Others	...	114	486	228	198	98	101	...	...	...
Total	...	8,230	7,197	7,256	6,734	5,129	5,303	5,519	5,769	3,700

* Does not include pupils in Upper Primary Classes of Privileged Primary Schools.

32. EXPENDITURE ON SECONDARY SCHOOLS FOR BOYS BY SOURCES.

Year	Public Funds				Fees	All Other Sources	Grand Total
	State Funds	Local Funds	Municipal Funds	Total			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23	8,97,585	4,240	4,207	9,06,032	1,46,868	66,550	11,09,540
1923-24	8,74,266	3,361	120	8,77,747	1,46,067	51,099	10,74,903
1924-25	9,60,993	29,410	120	9,90,523	1,63,249	54,812	12,08,584
1925-26	11,20,728	43,839	120	11,64,687	1,71,832	65,428	14,01,947
1926-27	10,31,784	54,301	265	10,86,350	1,60,408	68,340	13,15,098
1927-28	10,98,137	75,217	170	11,73,524	1,97,984	30,246	14,01,754
1928-29	11,23,114	93,180	6,231	12,22,525	1,56,703	96,692	14,74,920
1929-30	11,60,239	1,11,934	11,349	12,83,522	1,60,084	1,15,666	15,59,272
1930-31	11,92,190	1,03,484	14,255	13,09,929	1,55,169	54,882	15,19,980
1931-32	11,17,757	13,449	7,138	11,38,344	1,45,914	78,299	13,62,557

33. EXPENDITURE ON SECONDARY SCHOOLS FOR BOYS BY OBJECTS AND BY PERIODS

Grade of Schools	1896-97		1911-02		1906-07		1911-12	
	Expenditure	Percent	Expenditure	Percent	Expenditure	Percent	Expenditure	Percent
	Rs.		Rs.		Rs.		Rs.	
1. English High Schools	99,075	10.80	1,05,557	9.19	1,53,966	10.66	1,62,528	9.34
2. Vernacular High Schools.	...	...	...	...	...	...	...	...
3. English Middle Schools.	96,934	10.50	1,37,229	11.95	1,56,312	10.82	1,96,658	10.10
4. Vernacular Lower Secondary Schools	61,936	6.80	56,316	4.90	70,818	4.90	56,295	2.89
Total	2,56,945	28.10	2,99,102	26.04	3,81,096	26.38	4,15,481	21.33

Grades of Schools	1916-17		1921-22		1926-27		1931-32	
	Expenditure	Per cent	Expenditure	Per cent	Expenditure	Per cent	Expenditure	Per cent
	Rs.		Rs.		Rs.		Rs.	
1. English High Schools	2,10,097	6.37	3,92,094	8.82	4,70,753	7.73	5,64,290	8.2
2. Vernacular High Schools.	24,265	0.73	25,702	0.57	6,125	0.10	55,932	0.9
3. English Middle Schools.	2,78,697	8.45	5,54,749	12.46	6,57,489	10.90	7,42,335	10.8
4. Vernacular Lower Secondary Schools.	83,177	2.52	1,26,866	2.84	1,80,731	2.97	...	...
Total	5,96,236	18.07	10,99,411	24.71	13,15,096	21.70	13,62,557	19.9

NOTE.—P. C.—Percentage of Expenditure on Secondary Schools for boys to total expenditure on Education.

Expenditure on the V & VI year classes of Privileged Primary Schools has been included in the expenditure on Primary Schools.

34. AVERAGE ANNUAL FEE AND EXPENDITURE PER PUPIL IN SECONDARY ENGLISH SCHOOLS FOR BOYS AND AVERAGE ANNUAL COST OF A SECONDARY ENGLISH SCHOOL FOR BOYS.

Year	Number of English Secondary Schools	Average Monthly number on roll	Income from Fees	Expenditure on English Secondary Schools	Average Fee	Average annual cost of Secondary English School for boys	Average annual cost of a pupil in Secondary English School for boys
			Rs.	Rs.	Rs. a. p.	Rs.	Rs. a. p.
1922-23	171	35,875	1,46,716	9,61,515	4 1 5	5,623	26 12 10
1923-24	213	26,855	1,45,878	9,32,431	5 6 6	4,378	34 11 6
1924-25	227	27,443	1,62,710	9,91,895	5 14 10	4,437	36 2 4
1925-26	238	27,848	1,71,416	11,83,727	6 2 6	4,974	42 8 1
1926-27	258	28,374	1,60,408	13,08,973	5 10 5	5,074	48 15 2
1927-28	263	27,767	1,97,984	13,47,338	7 2 1	5,123	48 8 0
1928-29	277	29,940	1,56,676	14,21,407	5 3 9	5,131	47 7 7
1929-30	287	31,814	1,60,058	14,82,148	6 0 6	5,168	48 9 5
1930-31	313	36,089	1,55,123	14,61,420	4 4 10	4,689	40 7 11
1931-32	319	37,321	1,45,891	13,08,625	3 14 7	4,096	36 0 2

35. HOSTELS OR BOARDING HOMES.

Year	Number of Hostels				Number of Boarders in Hostels			
	Government	Aided	Unaided	Total	Government	Aided	Unaided	Total
1922-23	16	17	4	37	767	265	108	1,140
1923-24	17	24	3	44	706	508	34	1,248
1924-25	17	30	2	49	152	747	23	922
1925-26	21	34	9	64	154	802	146	1,102
1926-27	22	39	7	68	203	784	163	1,150
1927-28	22	39	7	68	441	840	189	1,470
1928-29	24	42	7	73	542	886	122	1,550
1929-30	24	49	7	80	842	990	122	1,954
1930-31	26	57	3	86	547	1266	26	1,839
1931-32	21	60	...	81	778	1240	...	2,018

36. GIRLS' SCHOOLS AND SCHOLARS.

Year	Colleges		Secondary Schools				Primary Schools		Special Schools		Total	
			High		Middle							
	No.	Strength	No.	Strength	No.	Strength	No.	Strength	No.	Strength	No.	Strength
1	2	3	4	5	6	7	8	9	10	11	12	13
1922-23	1	11	5	180	73	3,706	692	32,554	7	222	778	36,673
1923-24	1	11	5	209	76	2,357	729	34,961	7	232	818	37,770
1924-25	1	10	6	229	75	2,176	700	35,901	4	74	786	38,390
1925-26	1	17	6	257	73	2,079	703	36,153	5	154	788	38,660
1926-27	1	21	6	265	71	1,833	705	35,474	5	171	788	37,764
1927-28	2	64	6	243	69	2,009	706	37,811	5	180	788	40,307
1928-29	2	75	5	277	68	2,028	704	35,112	5	217	784	37,709
1929-30	2	82	6	328	69	2,157	580	31,976	5	415	662	34,958
1930-31	2	80	6	363	73	2,536	538	31,443	5	470	624	34,892
1931-32	2	81	6	407	30	2,158	523	31,297	5	458	566	34,401

Year	Number of boys in girls' schools	Total number of girls in girls' schools	Girls in public boys' schools	Girls in Indigenous schools	Total number of girls under instruction	P. C. of girls under instruction to the total female population	P. C. of girls under instruction to the school-going female population
	14	15	16	17	18	19	20
1922-23	319	36,354	16,225	1,003	53,582	1.86	12.42
1923-24	289	37,481	17,970	1,218	56,669	1.97	13.14
1924-25	309	38,081	20,587	1,269	59,937	2.03	13.89
1925-26	358	38,302	21,502	1,735	61,539	2.14	14.27
1926-27	350	37,414	22,027	1,602	61,043	2.12	14.16
1927-28	360	39,947	22,878	1,510	64,435	2.20	14.70
1928-29	...	37,709	22,089	1,510	61,308	2.03	13.55
1929-30	...	34,958	25,352	1,810	62,120	2.12	14.18
1930-31	464	34,428	24,714	1,968	61,110	2.19	14.62
1931-32	503	33,898	22,054	2,010	57,962	1.90	12.70

37. GIRLS' SCHOOLS AND SCHOLARS BY PERIODS.

Year	Colleges		Secondary Schools								Primary Schools	
			English High		Vernacular High		Middle		Lower Secondary			
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97	...	...	1	5	...	...	4	208	13	2,244	150	8,107
1901-02	1	4	1	10	...	...	4	517	23	2,322	203	9,171
1906-07	1	1	2	101	...	...	7	798	40	3,923	201	9,284
1911-12	2	7	2	42	...	...	8	862	68	6,875	222	10,683
1916-17	1	4	2	39	3	26	10	1,593	96	11,358	490	21,771
1921-22	1	19	3	106	1	19	13	2,205	94	10,651	566	22,451
1926-27	1	21	5	241	1	24	22	1,093	49	740	705	35,474
1931-32	2	81	5	383	1	24	30	2,158	...	...	523	31,297

Year	Special Schools		Total		Number of boys in girls' schools	Girls in public boys' schools	Girls in private schools	Total number of girls under instruction	Percentage to the school-going female population
	Schools	Pupils	Schools	Pupils					
	14	15	16	17	18	19	20	21	22
1896-97	2	73	170	10,606	...	3,424	494	14,524	4.01
1901-02	2	107	234	12,131	21	3,829	539	16,478	4.13
1906-07	2	125	253	14,232	99	4,523	605	19,261	4.76
1911-12	3	124	305	18,593	154	5,677	774	24,890	6.20
1916-17	5	215	607	35,009	301	20,631	1,376	56,715	13.40
1921-22	7	219	685	35,670	1,535	16,136	1,059	51,330*	12.46
1926-27	5	171	788	37,764	350	22,027	1,602	61,043	14.16
1931-32	5	458	566	34,401	503	22,054	2,010	57,962	12.70

*Includes 2,411 girls in Practical Instruction Classes.

38. MIDDLE SCHOOLS FOR GIRLS BY MANAGEMENT.

Year	Government				Aided				Unaided				Total			
	Number		Pupils		Number		Pupils		Number		Pupils		Number		Pupils	
	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.	Eng.	Ver.
1922-23	12	41	701	1,602	6	13	591	737	1	...	75	...	19	54	1,367	2,239
1923-24	13	46	875	655	6	10	498	301	1	...	28	...	20	56	1,401	956
1924-25	16	43	869	597	5	10	377	305	1	...	28	...	22	53	1,274	902
1925-26	16	42	843	583	6	8	372	254	1	...	27	...	23	50	1,242	837
1926-27	16	41	712	486	6	8	381	254	...	...	...	...	22	49	1,093	740
1927-28	17	38	809	409	8	5	635	141	...	1	...	15	25	1,444	565	
1928-29	17	39	935	452	8	4	545	96	...	...	...	...	25	43	1,480	548
1929-30	18	87	1,041	436	8	6	561	119	...	...	...	...	26	43	1,602	555
1930-31	18	37	1,187	496	9	8	654	180	1	...	19	...	28	45	1,860	676
1931-32	21	...	1,355	...	8	...	783	...	1	...	20	...	30	...	2,158	...

39. PRIMARY SCHOOLS FOR GIRLS BY MANAGEMENT.

Year	Government		Municipal		Aided		Unaided		Total		Percentage of girls in the Primary Schools to the total number of girls under instruction	P.C. of girls in Primary Schools to total school-going female population
	Number	Pupils	Number	Pupils	Number	Pupils	Number	Pupils	Number	Pupils		
1922-23	485	26,114	...	...	207	6,440	...	...	692	32,554	60.75	7.88
1923-24	537	28,313	...	...	191	6,596	1	52	729	34,961	61.69	8.10
1924-25	579	30,041	...	...	120	5,812	1	46	700	35,901	59.89	8.32
1925-26	578	28,196	21	2,865	105	5,033	1	59	708	36,153	58.74	8.38
1926-27	593	27,940	22	2,817	90	4,717	...	...	705	35,474	58.11	8.23
1927-28	594	26,807	26	2,729	87	4,275	...	...	708	37,811	58.68	8.78
1928-29	595	26,927	31	3,543	78	4,642	...	...	704	35,112	57.27	8.14
1929-30	480	23,766	66	4,216	34	3,994	...	...	580	31,976	51.47	7.41
1930-31	444	22,923	27	3,350	67	5,170	...	...	538	31,443	51.45	7.29
1931-32	5	373	461	25,295	56	5,606	1	23	523	31,297	53.98	6.65

40. GIRLS UNDER INSTRUCTION CLASSIFIED ACCORDING TO GRADES OF INSTRUCTION.

Year	Colleges	High English	Middle English	Total	High Vernacular	Middle Vernacular	Primary	Special Schools	Total	Grand Total
1922-23	11	162	1,367	1,540	18	2,339	32,554	222	35,133	36,673
1923-24	11	182	1,401	1,594	27	956	34,961	232	36,176	37,770
1924-25	10	203	1,274	1,487	26	902	35,901	74	36,903	38,390
1925-26	17	233	1,242	1,492	24	837	36,153	154	37,168	38,660
1926-27	21	241	1,093	1,355	24	740	36,474	171	36,409	37,764
1927-28	64	213	1,444	1,721	30	565	37,811	180	38,566	40,307
1928-29	75	251	1,480	1,806	26	548	35,112	217	35,903	37,709
1929-30	82	306	1,602	1,990	22	555	31,976	415	32,968	34,858
1930-31	80	342	1,860	2,282	21	676	31,443	470	32,610	34,892
1931-32	81	383	2,158	2,622	24	...	31,297	458	31,779	34,401

41. EXPENDITURE ON WOMEN'S EDUCATION BY SOURCES.

Year	State Funds	Local Funds	Municipal Funds	Fees	Other Sources	Total
1922-23	Rs. 4,61,900	Rs. 283	Rs. 15	Rs. 2,335	Rs. 79,866	Rs. 5,44,399
1923-24	3,69,399	1,07,984	...	3,346	56,461	5,37,190
1924-25	3,85,140	1,25,724	14,147	8,004	54,996	5,88,011
1925-26	5,37,565	32,529	12,369	6,114	27,709	6,16,286
1926-27	5,32,281	38,398	15,448	8,633	63,989	6,60,749
1927-28	5,38,044	44,760	109	6,705	26,704	6,16,322
1928-29	5,55,377	46,896	9	8,077	29,347	6,39,646
1929-30	5,77,885	53,871	17,879	7,601	38,184	6,95,420
1930-31	5,66,265	53,432	19,061	7,145	17,080	6,62,983
1931-32	5,15,649	85,679	4,696	5,007	40,440	6,51,471

42. EXPENDITURE ON WOMEN'S EDUCATION BY SOURCES AND BY PERIODS.

Year	State Funds	Local Funds	Municipal Funds	Fees	Other Sources	Total
1896-97	Rs. 76,401	Rs. 2,349	Rs. 2,040	Rs. 739	Rs. 34,988	Rs. 1,16,517
1901-02	1,24,430	5,172	1,200	2,016	37,020	1,69,848
1906-07	1,36,957	5,751	1,860	3,390	60,065	2,08,023
1911-12	1,50,679	10,751	2,326	3,066	63,774	2,30,596
1916-17	2,16,159	56,067	3,960	4,837	61,665	3,42,678
1921-22	3,27,225	1,00,493	3	7,298	75,178	5,10,197
1926-27	5,32,281	38,398	15,448	8,633	63,989	6,60,749
1931-32	5,15,649	85,679	4,696	5,077	40,440	6,51,471

43. AVERAGE ANNUAL EXPENDITURE PER PUPIL IN A SECONDARY AND A PRIMARY SCHOOL FOR GIRLS.

Year	Average number on the roll monthly in Secondary Schools		Average number on the roll monthly in Primary Schools		Average annual cost per pupil in Secondary Schools			Average annual cost per pupil in Primary Schools		
	Schools	Scholars	Schools	Scholars	Rs.	a.	p.	Rs.	a.	p.
1922-23	...	3,748	...	29,923	57	8	11	9	8	9
1923-24	...	2,218	...	32,764	82	12	4	9	6	4
1924-25	...	2,163	...	33,946	82	8	1	10	12	0
1925-26	...	2,048	...	33,782	94	3	0	11	2	5
1926-27	...	2,039	...	33,182	97	8	1	12	8	11
1927-28	...	2,303	...	37,004	94	15	5	9	6	3
1928-29	...	2,266	...	33,684	78	10	3	10	15	10
1929-30	...	2,428	...	30,594	80	8	4	12	15	8
1930-31	...	2,908	...	30,688	65	12	8	12	3	11
1931-32	...	2,645	...	32,522	64	0	10	11	13	5

44. SPECIAL SCHOOLS FOR MAHOMEDAN BOYS AND THEIR STRENGTH.

Year	Vernacular High School		Urdu Middle Schools		Urdu L.S. Schools		Urdu Primary Schools		Training Schools		Total		Mahomedan boys in general schools	Mahomedan boys in private schools	Total Mahomedan boys under instruction	P. C. to total school-going male population
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars				
1922-23	...	...	12	740	59	694	687	22,080	1	51	759	23,665	4,733	350	28,648	113.41
1923-24	1	57	14	943	51	752	758	23,658	1	35	825	25,445	4,469	316	30,230	119.67
1924-25	1	48	18	1,153	50	683	653	25,283	1	34	723	27,201	191	545	27,937	110.59
1925-26	1	42	20	1,341	49	675	665	25,554	1	47	736	27,612	3,519	498	31,629	125.20
1926-27	1	42	21	1,214	48	584	660	25,751	1	65	731	27,656	2,952	552	31,160	123.36
1927-28	1	47	21	1,301	43	601	653	25,163	1	66	719	27,178	2,142	652	29,972	111.9
1928-29	1	57	26	1,478	42	573	657	25,100	1	50	727	27,258	2,926	...	30,184	119.4
1929-30	1	56	26	1,558	43	644	665	24,681	1	57	735	26,940	2,930	...	29,870	119.56
1930-31	1	46	26	1,701	43	667	666	23,698	1	53	737	26,165	3,147	...	29,312	115.12
1931-32	1	36	29	1,872	...	...	605	19,626	1	50	636	21,684	6,217	...	27,801	93.1

45. SPECIAL SCHOOLS FOR MAHOMEDAN GIRLS AND THEIR STRENGTH.

Year	Urdu Middle Schools		Urdu L. S. Schools		Urdu Primary Schools		Training Schools		Total		Mahomedan girls in Urdu Primary Schools for boys and in general girls' schools	Total Mahomedan girls under instruction	P. C. to total school-going female population
	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars	Schools	Scholars			
1922-23	...	...	17	274	175	3,753	1	16	193	4,043	6,154	10,197	46.25
1923-24	2	61	20	228	186	8,019	1	18	209	8,326	3,033	11,359	51.62
1924-25	2	65	20	224	187	8,382	1	18	210	8,689	3,765	12,454	56.48
1925-26	2	52	18	239	187	8,570	1	31	208	8,892	3,559	12,451	56.47
1926-27	2	54	18	220	188	8,665	1	30	209	8,969	3,529	12,498	56.69
1927-28	2	72	18	242	192	9,075	1	40	213	9,429	3,509	12,938	58.54
1928-29	2	90	18	288	194	9,026	1	26	215	9,404	3,620	13,024	59.07
1929-30	2	148	16	255	211	9,770	1	26	230	10,199	3,516	13,715	59.12
1930-31	2	166	16	281	208	9,363	1	32	227	9,842	3,390	13,232	60.01
1931-32	3	191	...	...	210	12,999	1	31	214	13,221	128	13,349	51.73

46. SPECIAL SCHOOLS FOR MAHOMEDAN PUPILS AND SCHOLARS IN THEM BY PERIODS.

Year	Vernacular High Schools*		Urdu Middle Schools		Urdu L. S. Schools		Urdu Primary Schools		Training Schools		Mahomedan pupils in Private schools	Mahomedan pupils in Kannada schools	Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils			Schools	Pupils
1896-97	...	...	1	57	26	2,291	190	6,681	1	40	1,432	3,157	208	13,658
1901-02	...	...	4	544	31	1,797	248	7,938	1	41	1,031	2,886	284	14,275
1906-07	...	...	6	726	53	3,050	232	7,260	1	45	978	3,300	292	15,359
1911-12	...	...	6	1,035	74	5,431	239	8,343	1	38	849	3,661	320	19,357
1916-17	1	17	6	923	81	7,385	614	21,197	1	30	823	8,320	703	38,695
1921-22	1	33	9	1,447	76	6,580	778	22,314	2	56	465	8,391	866	39,286
1926-27	1	42	23	1,268	66	804	848	34,416	2	95	552	6,481	940	43,658
1931-32	1	40	32	2,063	*	...	815	32,625	2	81	...	6,345	850	41,150

*The Urdu Incomplete Middle Schools, like similar general schools, were reduced to the Primary stage and are included under Primary Schools. In 1931-32, there were 48 Urdu Primary Boys' Schools and 20 Urdu Primary Girls' Schools, preparing candidates for the Vernacular Lower Secondary Examination.

47. CLASSIFICATION OF MAHOMEDAN PUPILS BY STANDARD OF INSTRUCTION.

Year	Arts Colleges	Secondary Schools				Primary Schools	Training Schools	Technical Schools	Private Schools	Total number of pupils under instruction
		English High Schools	English Middle Schools	Vernacular High Schools	Vernacular L. S. Schools					
1922-23	8	206	1,609	42	1,261	35,402	61	157	350	39,286
1923-24	9	447	1,785	42	1,168	37,657	53	172	316	41,589
1924-25	9	450	1,871	49	1,112	36,121	51	183	545	40,391
1925-26	56	541	2,012	42	1,083	39,552	98	199	498	44,080
1926-27	61	495	1,763	42	937	39,522	94	192	552	43,658
1927-28	75	446	1,806	47	598	38,850	173	133	...	42,880
1928-29	143	460	2,155	57	967	39,171	110	145	...	43,208
1929-30	179	514	2,166	44	940	39,431	103	208	...	43,585
1930-31	147	575	2,710	46	1,014	37,796	74	182	...	42,544
1931-32	165	560	2,723	36	...	37,357	81	228	...	41,150

48. CLASSIFICATION OF MAHOMEDAN PUPILS BY STANDARD OF INSTRUCTION AND BY PERIODS.

Year	Arts Colleges	Secondary Schools				Primary Schools	Training Schools	Technical Schools	Private Schools	Total number of pupils under instruction
		English High Schools	Vernacular High Schools	English Middle Schools	Vernacular Middle Schools					
1896-97	16	214	...	646	2,599	8,662	40	49	1,428	13,658
1901-02	16	107	...	1,134	2,010	9,698	41	38	1,031	14,875
1906-07	17	120	...	1,293	3,371	9,460	45	75	978	15,389
1911-12	9	145	...	1,854	5,506	10,842	38	114	849	19,357
1916-17	21	251	17	2,092	7,534	27,370	30	557	823	38,695
1921-22	12	400	33	3,955	6,790	26,565	92	981	465	39,286
1926-27	61	495	42	1,763	937	39,522	94	192	552	43,658
1931-32	165	560	36	2,723	...	37,357	81	228	...	41,160

49. EXPENDITURE ON SPECIAL INSTITUTIONS FOR MAHOMEDANS BY OBJECTS (1927-28 to 1931-32.)

Year	Direct Expenditure				Inspectorate	Indirect Expenditure			Total
	Middle Schools	Primary Schools	Technical Schools	Rs.		Buildings	Equipment	Scholarships	
1927-28	Rs. 98,825	Rs. 2,76,685	Rs. 10,058	Rs. 21,860	Rs. 25,085	Rs. 6,047	Rs. 26,440	Rs. 4,65,000	
1928-29	1,04,675	2,81,710	10,679	25,986	26,445	6,400	23,105	4,79,000	
1929-30	1,20,414	2,93,600	8,244	32,884	51,400	10,700	5,360	5,22,602	
1930-31	1,45,361	3,06,401	18,682	29,127	40,800	4,736	33,368	5,80,475	
1931-32	78,181*	3,59,829	18,642	28,228	34,648	...	26,002	5,45,530	

Technical Schools—Zenana Normal School and Hostels.

*The fall in expenditure is due to the reduction of Incomplete Middle Schools and the consequent transfer of expenditure on them to the Primary School head.

50. SPECIAL SCHOOLS AND SCHOLARS FOR DEPRESSED CLASSES BY MANAGEMENT AND BY PERIODS.

Year	Schools managed by					Strength in Special Schools		Strength in general and private schools		Grand Total		
	Government	Local Boards	Aided Agency	Un-aided Agency	Total	Boys	Girls	Boys	Girls	Boys	Girls	Total
	1896-97	17	...	24	4	45	1,328	151	871	58	2,099	209	2,308
1901-02	32	...	34	...	66	1,424	213	783	21	2,207	234	2,441
1906-07	38	...	39	3	80	1,662	290	463	23	2,125	313	2,438
1911-12	58	...	38	6	102	2,252	329	386	23	2,638	352	2,990
1916-17	169	2	168	10	349	8,930	1,267	286	38	9,216	1,305	10,521
1921-22	295	...	312	1	608	11,202	1,670	2,298	87	13,500	1,757	15,257
1926-27	505	8	119	...	632	12,425	2,729	4,501	136	16,926	2,865	19,791
1931-32	10	525	72	...	607	12,457	2,223	4,451	489	16,908	2,712	19,620

51. CLASSIFICATION OF DEPRESSED CLASS PUPILS BY STANDARD OF INSTRUCTION.

Year	Number of pupils reading in							Total number of Depressed Class pupils under instruction
	Colleges	English High Schools	Kannada High Schools	Middle Schools	Primary Schools	Training Schools	Technical Schools	
1922-23	...	27	14	850	13,199	...	109	14,199
1923-24	...	60	12	880	15,556	...	449	16,955
1924-25	...	93	8	925	16,705	14	127	17,872
1925-26	3	133	10	1,085	17,404	37	140	18,812
1926-27	3	159	9	1,090	18,368	42	120	19,791
1927-28	1	196	...	1,077	18,585	9	50	19,918
1928-29	27	174	1	1,260	19,155	33	37	20,687
1929-30	32	208	7	1,588	19,796	39	177	21,842
1930-31	37	218	5	1,688	19,251	29	184	21,412
1931-32	45	221	13	1,651	17,453	40	197	19,620

*Three hundred and thirty one pupils were in Practical Instruction Classes.

52. SPECIAL SCHOOLS BY PERIODS.

Year	Schools for Europeans and Anglo-Indians			Schools for Defectives			Sanskrit Schools		Pupils studying Sanskrit in						
	Number of Schools	Strength		Number of Schools	Number of Deaf Mutes	Number of Blind pupils	Total	Number of Colleges	Number of Pathshalas	Total	Colleges	Pathshalas	General Vate Schools	Total	
		Boys	Girls												Total
1896-97	4	52	87	139	...	...	...	3	38	42	280	1,412	1,535	3,227	
1901-02	4	106	157	246	1	12	10	27*	4	36	43	259	1,084	2,961	4,304
1906-07	7	189	284	473	1	13	27	40	4	42	46	309	1,051	2,465	3,825
1911-12	7	222	325	547	1	13	19	32	4	40	44	382	1,400	2,961	4,343
1916-17	5	278	316	594	1	27	38	65	4	53	57	355	2,084	2,954	5,293
1921-22	3	107	322	429	2	28	33	62	4	51	55	373	1,595	2,460	5,512
1926-27	4	224	350	574	2	43	46	89	5	51	56	410	1,607	2,257	5,274
1931-32	3	155	448	603	2	53	42	95	5	77	82	620	1,734	2,530	4,894

*The figures in this column do not include pupils under training.

53. TRAINING SCHOOLS AND SCHOLARS.

Year	Number of Training Schools for			Number of Scholars under Training		
	Men	Women	Total	Men	Women	Total
1922-23	8	3	11	556	61	617
1923-24	8	3	11	556	56	612
1924-25	8	3	11	343	60	403
1925-26	8	3	11	650	90	740
1926-27	8	3	11	659	88	747
1927-28	9	3	12	688	97	785
1928-29	9	3	12	616	81	697
1929-30	9	3	12	708	88	796
1930-31	9	3	12	722	93	815
1931-32	8	3	11	683	89	772

54. TRAINING SCHOOLS AND SCHOLARS, BY PERIODS.

Year	Number of Training Schools for			Number of Scholars under Training		
	Men	Women	Total	Men	Women	Total
1896-97	3	1	4	97	5	102
1901-02	3	1	4	69	4	73
1906-07	3	2	5	113	9	122
1911-12	3	2	5	181	19	200
1916-17	7	2	9	437	32	469
1921-22	7	3	10	518	70	588
1926-27	8	3	11	659	88	747
1931-32	8	3	11	683	89	772

55. SCHOLARS IN TRAINING INSTITUTIONS BY RACE OR CREED.

Year	Europeans and Anglo-Indians		Hindus		Indian Christians		Mahomedans		Parsis and others		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
1922-23	505	16	6	29	45	16	...	...	556	61	617
1923-24	460	18	12	17	36	18	48	9	556	56	612
1924-25	286	16	4	22	34	18	17	4	343	60	403
1925-26	560	36	16	23	68	31	6	...	650	90	740
1926-27	552	38	19	20	65	30	23	...	659	88	747
1927-28	530	56	14	11	67	30	...	...	611	97	708
1928-29	535	12	14	24	67	45	...	...	616	81	697
1929-30	623	25	5	28	78	26	2	9	708	88	796
1930-31	624	69	23	23	75	32	...	...	722	124	846
1931-32	595	36	18	5	70	31	...	...	683	89	772

56. EXPENDITURE ON TRAINING INSTITUTIONS BY OBJECTS.

Year	Expenditure on						Grand Total
	Training Schools for masters	Training Schools for mistresses	Allowance to substitutes for men and women teachers	Stipends	Grants to hostels attached to Training Institutions		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23	70,797	6,600	90,829	18,686	10,612	1,97,524	
1923-24	72,294	8,910	78,806	21,180	10,692	1,91,881	
1924-25	69,989	11,244	56,253	16,660	10,844	1,64,990	
1925-26	66,132	10,854	68,300	12,373	10,324	1,67,983	
1926-27	74,401	11,173	1,00,013	18,311	10,483	2,14,381	
1927-28	76,492	11,558	91,284	16,654	11,490	2,07,478	
1928-29	66,791	26,983	95,018	13,390	11,628	2,13,810	
1929-30	75,553	26,856	96,901	17,918	12,651	2,29,879	
1930-31	81,444	26,618	1,04,884	16,994	11,539	2,41,479	
1931-32	67,957	27,235	90,990	9,916	10,027	2,06,125	

57. TECHNICAL SCHOOLS AND SCHOLARS, BY PERIODS.

Year	Industrial		Engineering		Commercial		Agricultural		Medical		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1896-97	6	334	...	...	1	41	...	...	...	...	6	334
1901-02	8	500	...	...	2	55	...	...	...	...	9	541
1906-07	17	843	1	35	2	55	...	...	...	...	20	933
1911-12	22	1,256	1	46	3	199	...	...	...	...	26	1,501
1916-17	27	1,709	2	106	4	400	2	40	...	...	35	2,254
1921-22	24	1,051	2	174	3	185	2	36	1	128	32	1,574
1926-27	19	1,213	1	227	4	424	2	51	1	117	27	2,032
1931-32	20	1,932	1	304	6	646	4	127	1	160	32	3,377

58. STATEMENT OF EXPENDITURE INCURRED ON EDUCATIONAL BUILDINGS AND EQUIPMENT BY THE DEPARTMENT OF PUBLIC INSTRUCTION AND BY THE UNIVERSITY OF MYSORE.

Year	Expenditure incurred by the Department of Public Instruction on			Expenditure incurred by the University on		
	Buildings	Special grants for furniture and apparatus	Total	Buildings	Special grants for furniture and apparatus	Total
1922-23	Rs. 1,83,866	Rs. 1,52,837	Rs. 3,36,703	Rs. 45,000	Rs. 38,800	Rs. 83,800
1923-24	2,08,356	1,67,389	3,75,745	23,942	17,306	41,248
1924-25	2,20,621	1,45,731	3,66,352	28,000	21,500	49,500
1925-26	2,75,613	1,13,046	3,88,659	28,000	21,500	49,500
1926-27	1,87,106	1,34,117	3,21,223	43,259	15,500	58,759
1927-28	3,53,914	43,760	3,97,674	1,42,160	13,000	1,55,160
1928-29	4,18,440	1,07,557	5,25,997	1,22,979	23,000	1,45,979
1929-30	5,06,853	1,13,782	6,20,635	1,88,090	24,900	2,12,990
1930-31	2,93,400	44,747	3,38,147	1,61,222	21,800	1,83,022
1931-32	3,02,300	98,544	4,00,844	58,942	34,200	93,142

59. STRENGTH IN CONSTITUENT COLLEGES AND PERCENTAGE OF ATTENDANCE.

College	Strength in the year									
	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Maharaja's College	463	473	468	578	682	722	551	516	367	379
2. Central College	466	490	491	640	634	688	470	451	362	365
3. Maharani's College	8	6	4	9	11	17	12	14	11	18
4. Engineering College	148	187	211	217	255	284	249	290	198	146
5. Medical College	...	...	19	35	62	64	75	78	78	82

College	Percentage of Attendance in the year									
	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Maharaja's College	87.4	84.8	86.3	87.0	83.5	88.1	88.8	81.3	86.1	80.7
2. Central College	80.8	89.6	81.6	90.1	81.9	80.8	81.0	80.7	90.6	87.3
3. Maharani's College	95.0	88.6	93.6	91.0	82.7	90.0	91.3	82.9	87.5	82.6
4. Engineering College	92.6	90.0	91.7	90.0	91.0	91.0	90.0	90.0	81.0	92.0
5. Medical College	...	...	89.5	87.5	92.0	87.8	84.2	91.2	92.3	89.0

60. STRENGTH IN INTERMEDIATE COLLEGES AND IN THE MEDICAL SCHOOL.

Institution	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
1. Collegiate High School, Bangalore	344	371	404	408	518	552	948	918	900	926
2. Do Mysore.	229	267	262	284	269	333	635	584	555	565
3. Do Tumkur.	110	130	122	133	122	49	74	88	87	87
4. Do Shimoga.	32	33	33	37	41	61	82	55	58	42
5. Maharani's College-Entrance Section.	3	5	6	8	10	12	20	20	21	17
6. Vani Vilas Institute, Bangalore.	14	15	18	18	29	35	44	52	47	46
7. London Mission Collegiate High School, Bangalore.	56	65	37	59	57	56	...	...	...	...
8. Wesleyan Mission Collegiate High School, Bangalore.	56	59	54	41	38	...	...	...	...	...
9. Wesleyan Mission Collegiate High School, Mysore.	22	20	39	19	26	24	...	...	...	...
10. Banumiah's Collegiate High School, Mysore.	50	57	50	64	60	60	...	...	...	...
11. The Medical School, Bangalore.	158	161	136	136	115	108	106	123	124	160

- A. The Entrance Classes in Aided Schools (Nos. 7 to 10 inclusive) were abolished with the starting of the Senior Intermediate Classes in 1928-29.
 B. The Medical School was transferred to the control of the University in 1924, in which year the Medical College was started.

61. STATEMENT SHOWING AVERAGE COST PER PUPIL IN EACH OF THE COLLEGES AND THE MEDICAL SCHOOL, BANGALORE, DURING THE YEARS 1921-22, 1926-27, AND 1931-32.

College	1921-22			1926-27			1931-32		
	Average Strength	Direct Expenditure	Average Cost per pupil	Average Strength	Direct Expenditure	Average Cost per pupil	Average Strength	Direct Expenditure	Average Cost per pupil
1. Maharaja's College.	483	Rs. 1,10,988	Rs. a. p. 230 0 0	682	Rs. 1,52,321	Rs. a. p. 223 0 0	379	Rs. 1,77,962	Rs. a. p. 470 0 0
2. Central College.	372	1,75,355	447 0 0	634	2,51,961	397 0 0	365	2,23,196	611 0 0
3. Maharani's College.	19	28,098	1,479 0 0	21	34,224	1,630 0 0	35	26,209	749 0 0
4. Engineering College.	156	1,30,753	838 0 0	255	1,31,129	514 0 0	146	1,35,895	931 0 0
5. Medical College.	...	...	...	52	20,087	386 8 0	82	77,849	960 0 0
6. Medical School.	112	34,512	308 2 0	115	28,812	250 8 0	160	23,112	144 7 0

*Average of the expenditures incurred during the years 1921-22 and 1931-32.

62. STATEMENT SHOWING THE NUMBER OF PROFESSORS, ETC., ON THE STAFF OF
CONSTITUENT COLLEGES, DURING THE YEARS 1921-22, 1926-27, and 1931-32.

Year	Number of							Total
	Professors	Junior Professors	Assistant Professors	Lecturers	Demonstrators	Tutors	Pandits and Munshis	
1921-22	21	4	19	8	8	10	12	82
1926-27	27	...	28	22	8	9	13	107
1931-32	33	...	40	75	46	33	27	254

63. STATEMENT SHOWING PARTICULARS OF ENDOWMENTS ACCEPTED BY THE
UNIVERSITY OF MYSORE DURING THE PERIOD OF REVIEW.

Year	Sl. No.	Particulars of Endowment	Original Amount			Subsequent addition etc.			Amount spent out of interest realised during the year		
			Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
1922-23	1	The K. Sanjivachetty Endowment	10,000	0	0	3,000	0	0	650	0	0
	2	The Captain Dawes Memorial Fund	600	0	0	170	0	0	...	...	...
	3	The Sanjivappa Endowment	500	0	0	220	0	0	...	...	...
	4	The Rev. Father Tabard Memorial Fund	1,600	0	0	600	0	0	98	0	0
	5	The Dr. B. G. Srinivasacharya Endowment	1,000	0	0	120	0	0	50	0	0
	6	The Nagar Shamauna Udupa Endowment	1,000	0	0	120	0	0	50	0	0
1923-24	7	The Dr. Arumugam Mudaliar's Memorial Fund	1,000	0	0	470	0	0	50	0	0
	8	The B. Kandaswamy Naidu Endowment	5,000	0	0	...	...	...	...	...	...
	9	The M. Bheema Rao	2,000	0	0	400	0	0	...	...	...
	10	The Patel B. Nanjappa	1,000	0	0	340	0	0	...	...	...
1924-25	11	The K. Srinivasiengar	5,000	0	0	150	0	0	...	...	...
1925-26	12	The Volekar Thimmayya and Chik Thimmayya Endowment	1,200	0	0	...	...	...	...	...	...
	13	The Chinnakatte Holappa Endowment	500	0	0	980	0	0	...	...	...
	14	The Medical Faculty Fund	5,360	0	0	...	...	...	...	...	...
	15	The Lokasevaniratha D. Kongadiappa Endowment	1,700	0	0	40	0	0	...	...	...
	16	The B. S. Krishnaswamiengar	13,800	0	0	230	0	0	290	0	0
	1926-27	17	The Padakaste Munegowda	1,000	0	0	35	0	0
18		The Pradhana Siromani T. Ananda Rao	32,600	0	0	1,915	0	0	...	...	...
1927-28	19	The S. Rajiengar	2,000	0	0	120	0	0	...	...	...
	20	The Shenkarappanavara Shivappa	4,000	0	0	1,180	0	0	...	...	...
	21	The V. Subramanya Iyer	2,000	0	0	120	0	0	...	...	...
	22	The B. M. Srikantha	1,000	0	0	80	0	0	...	...	...
	23	The Mathosri M. Lakshmiammal	300	0	0	20	0	0	...	...	...
	24	The B. Banglengar	1,002	14	4	...	...	...	...	...	...
	25	The Tait Memorial Committee Sports Prize Fund	600	0	0	80	0	0	...	...	...
	26	The Suryanarayana Setty Endowment	1,000	0	0	40	0	0	...	...	...
1928-29	27	The Tiruvellur Srinivasaraghavachar Endowment	7,000	0	0	370	0	0	...	...	...
	28	The Mysore Lodge Endowment	1,000	0	0	60	0	0	...	...	...
	29	The P. Subba Rao	500	0	0	50	0	0	...	...	...
1929-30	30	The S. H. Lakshminarasappa Endowment	3,000	0	0	...	...	...	171	14	0
	31	The B. V. Vittala Murthy	1,500	0	0	60	0	0	...	...	...
	32	The B. L. Narasimha	1,900	0	0	...	...	...	90	0	0
	33	The K. T. Seshaiya	500	0	0	30	0	0	...	...	...
	34	The G. S. Ramaswamiengar	500	0	0	30	0	0	...	...	...
	35	The N. S. Subba Rao Memorial Fund	500	0	0	...	...	...	...	...	...
	1930-31	36	The P. S. Anantha Rao Endowment	2,000	0	0
37		Mr. and Mrs. B. Ramanna	1,000	0	0	...	...	...	...	...	...
38		The Syed Amir Hassan	4,200	0	0	...	...	...	...	...	...
39		The N. K. Narasimhamurthy	500	0	0	...	...	...	...	...	...
1931-32	40	The Lakshmiyamama	4,000	0	0	...	...	...	...	...	...
	41	The Bapu Subba Rao Memorial Fund	300	0	0	...	...	...	15	0	0 (a)
	42	The Kasturi Iyengar Fund	160	0	0	...	...	...	8	0	0 (b)
	43	The Moogaley Suamanna Endowment	2,000	0	0	...	...	...	50	0	0
	44	The Venkatavadiengar Scholarship Fund	2,000	0	0	...	...	...	70	0	0 (c)
	45	The Hiriyanna Memorial	2,000	0	0	...	...	...	...	...	...
	46	The Dr. T. V. Arumugam Mudaliar Fund	615	8	0	...	...	...	...	...	...
	47	The Dobb's Scholarship Fund	3,000	0	0	...	...	...	189	0	0 (e)
48	The Bowen Memorial Scholarship Fund	13,600	0	0	629	8	5	...	...	...

- (a) Transferred to the University from the Maharaja's College, Mysore.
 (b) Do do do
 (c) Transferred to the University from the Central College, Bangalore.
 (d) Do do do from the Medical School, Bangalore.
 (e) Do do do from the Central College, Bangalore.
 (f) Do do do from the Madras University.

64. RESULTS OF EXAMINATIONS CONDUCTED BY THE UNIVERSITY.

Examination	1922-23		1923-24		1924-25		1925-26		1926-27	
	A	B	A	B	A	B	A	B	A	B
1. M. A. Degree	20	16	14	9	19	13	28	17	23	15
2. B. A. Degree Part I	303	206	296	170	334	163	381	172	439	200
3. B. A. Degree Part II	354	207	340	172	371	176	397	218	374	201
4. B. Sc. English	48	42	45	41	45	37	62	42	85	62
5. B. Sc. Optionals	47	43	47	41	52	36	65	52	75	56
6. First Year Certificate	65	23	70	30	72	32	114	45	119	38
7. Entrance or Intermediate	1,110	443	1,184	383	1,339	483	1,474	523	1,568	476
8. Intermediate in Engineering	47	42	43	39	57	45	69	49	69	51
9. B. E. Degree Examination	30	23	45	32	55	38	48	27	66	36
10. First M. B. B. S. Part I					19	16	19	12	20	13
11. First M. B. B. S. Part II							15	14	17	10
12. Second M. B. B. S.									14	11
13. Final M. B. B. S.										
14. L. M. P. I	42	36	39	35	38	23	25	19	26	18
15. L. M. P. II	44	38	40	35	38	25	36	24	31	15
16. L. M. P. III	36	34	39	34	41	33	32	28	29	18
17. L. M. P. Final	27	26	34	33	36	26	40	30	39	28
18. B. Com. Degree Part I	30	22	18	3	14	11	1	1		
18. B. Com. Degree Part II			18	7	10	4	2	1	1	
19. M. Sc. Degree							42	22	56	30
20. B. T. Degree Part I & II									48	28
20. B. T. Degree Part III										
21. B. A. (Pass) Part I										
21. B. A. (Pass) Part II										
21. B. A. (Pass) Part III										
22. B. A. (Hons.) Preliminary Part I										
22. B. A. (Hons.) Preliminary Part II										
22. B. A. (Hons.) Preliminary Part III										
23. B. A. (Hons.) Final Recommended for pass degree										
24. B. Sc. (Pass) Part I										
24. B. Sc. (Pass) Part II										
24. B. Sc. (Pass) Part III										
25. B. Sc. (Hons.) Part I										
25. B. Sc. (Hons.) Part II										
25. B. Sc. (Hons.) Part III										
26. B. Sc. (Hons.) Final Recommended for pass degree										
27. First Examination in Engineering										
28. Second Examination in Engineering										

Examination	1927-28		1928-29		1929-30		1930-31		1931-32	
	A	B	A	B	A	B	A	B	A	B
1. M. A. Degree	31	21	53	41	49	35	53	42	48	33
2. B. A. Degree Part I	411	189	493	224	675	320	346	185	167	84
3. B. A. Degree Part II	389	194	468	250	627	263	336	174	190	91
4. B. Sc. English	82	71	69	60	73	59	15	8	7	5
5. B. Sc. Optional	77	66	74	65	74	44	25	10	16	14
6. First Year Certificate	64	22	38	22						
7. Entrance or Intermediate	250	57	779	287	1,065	328	1,143	311	1,294	325
8. Intermediate in Engineering	81	67	77	72					72	48
9. B. E. Degree Examination	71	32	83	66	90	46	111	60	23	18
10. First M. B. B. S. Part I	22	13	21	8	17	9	12	7	8	7
11. First M. B. B. S. Part II	19	14	18	10	15	8	19	11	20	11
12. Second M. B. B. S.	13	13	14	5	19	6	20	11	19	11
13. Final M. B. B. S.			11	8	15	7	13	7	12	8
14. L. M. P. I	30	18	41	19	37	24	49	30	66	44
15. L. M. P. II	32	25	24	16	28	17	34	17	52	32
16. L. M. P. III	23	14	33	16	42	17	35	20	35	19
17. L. M. P. Final	30	20	21	16	23	10	37	19	40	19
18. B. Com. Degree Part I										
18. B. Com. Degree Part II										
19. M. Sc. Degree			3	2	5	5	2	2	2	2
20. B. T. Degree Part I & II	42	25	42	26	40	32	41	24	37	30
20. B. T. Degree Part III	31	23	35	26	41	26	38	34	32	24
21. B. A. (Pass) Part I							62	44	90	80
21. B. A. (Pass) Part II							62	51	86	77
21. B. A. (Pass) Part III							62	40	94	48
22. B. A. (Hons.) Preliminary Part I							46	37	38	38
22. B. A. (Hons.) Preliminary Part II							46	44	31	27
22. B. A. (Hons.) Preliminary Part III							46	46	29	29
23. B. A. (Hons.) Final Recommended for pass degree									45	43
24. B. Sc. (Pass) Part I							80	53	154	120
24. B. Sc. (Pass) Part II							80	78	132	120
24. B. Sc. (Pass) Part III							77	50	154	81
25. B. Sc. (Hons.) Part I							36	33	47	46
25. B. Sc. (Hons.) Part II							36	35	46	46
25. B. Sc. (Hons.) Part III							36	35	46	45
26. B. Sc. (Hons.) Final Recommended for pass degree									33	31
27. First Examination in Engineering			47	28			81	28	88	28
28. Second Examination in Engineering							31	22	33	28

A.—Number Examined.

B.—Number Passed.

65. RESULTS OF PUBLIC EXAMINATIONS CONDUCTED BY THE DEPARTMENT OF PUBLIC INSTRUCTION AND BY THE TECHNICAL BOARD.

Examinations	1922-23		1923-24		1924-25		1925-26		1926-27	
	A	B	A	B	A	B	A	B	A	B
1	2	3	4	5	6	7	8	9	10	11
1. S. S. L. C. Examination ...	1,860	904	2,205	1,024	2,438	1,056	2,347	1,124	2,811	925
2. Upper Secondary Examination ...	123	49	136	47	152	39	196	56	181	73
3. Middle School do ...	4,119	2,223	4,489	2,222	4,609	1,989	4,818	2,131	5,482	2,225
4. Lower Secondary do ...	4,735	2,285	5,488	2,041	3,688	1,458	3,430	1,086	3,251	1,108
5. Kannada Pandits do ...	...	...	15	12	13	1	...	...	17	4
6. Moulvis' do ...	...	...	5	5	5	1	...	...	10	0
7. Graduates Training do ...	6	5	11	10	11	10	...	...	...	...
8. Under Graduates' Training Examination.	31	12	34	21	39	21	44	17	61	20
9. Upper Secondary Training Examination.	48	18	48	22	40	13	55	27	78	37
10. Lower Secondary Training Examination.	612	300	622	222	581	231	501	118	633	170
11. Commercial Examinations ...	536	272	569	244	657	337	590	263	501	242
12. Examination in Sewing ...	6	6	5	5	10	2	26	3	13	2
TECHNICAL BOARD EXAMINATIONS.										
13. Mechanical Engineering (Higher).	9	8	12	11	9	8	10	8	10	7
14. Do do (Lower).	11	6	15	12	12	10	8	8	12	10
15. Electrical Engineering (Higher)...	14	9	20	13	23	19	18	19	25	18
16. Do do (Lower)...	12	8	13	4	13	10	12	10	23	20
17. Civil Engineering ...	4	4	5	4	4	3	5	4	14	10

Examinations	1927-28		1928-29		1929-30		1930-31		1931-32	
	A	B	A	B	A	B	A	B	A	B
	12	13	14	15	16	17	18	19	20	21
1. S. S. L. C. Examination ...	2,017	637	2,158	709	2,203	767	2,394	788	2,422	773
2. Upper Secondary Examination ...	196	68	199	63	206	79	210	69	218	65
3. Middle School do ...	5,978	2,186	5,596	2,206	5,604	1,969	6,296	2,177	6,424	2,611
4. Lower Secondary do ...	3,693	969	3,617	1,026	3,472	837	3,276	965	2,730	747
5. Kannada Pandits do ...	18	3	...	...	23	5	31	12	...	...
6. Moulvis' do ...	11	1	...	...	11	4	15	2	...	...
7. Graduates Training do ...	...	...	...	...	...	...	...	...	...	...
8. Under Graduates Training Examination.	54	13	61	21	59	22	52	16	45	23
9. Upper Secondary Training Examination.	91	51	46	33	63	31	49	19	41	24
10. Lower Secondary Training Examinations.	567	211	365	110	385	118	383	74	334	92
11. Commercial Examination ...	643	280	652	239	706	298	773	317	799	289
12. Examination in Sewing ...	15	5	20	7	20	5	17	8	14	2
TECHNICAL BOARD EXAMINATIONS.										
13. Mechanical Engineering (Higher).	8	8	9	9	10	8	8	4	13	12
14. Do do (Lower).	14	8	12	9	10	9	8	4	19	14
15. Electrical Engineering (Higher)...	25	18	25	20	30	21	44	24	42	35
16. Do do (Lower)...	17	14	22	14	18	15	19	16	21	19
17. Civil Engineering ...	20	17	31	28	27	25	21	18	28	11

A—Number Examined.

B—Number passed.