By 1920 Rayalaseema had only 2 colleges; one at Madanapalle and another at Anantapur.

Theosophical College, Madanapalle: The Theosophical college at Madanapalle was established by the Theosophical society headed by Annie Besant. It was formerly opened by Lord Pentland, the Governor of Madras. As a centre flourishing under the National Education Scheme\(^1\), the Theosophical college encouraged both extra-curricular and co-curricular activities such as scouting, training in weaving, photography, learning Hindi and conducting night schools in villages for the spread of education among masses.\(^2\) But in course of time the National Education Scheme had financial problems which affected the College also.\(^3\)

When the University of Madras disaffiliated the Theosophical College, Madanapalle in 1917 as Annie Besant, the founder of the college, took active role in the National Movement, the students of the college quite naturally, felt --------

1. The other institutions under private bodies in the country affiliated to the National University were the National Women's College at Benaras, the National College at Hyderabad (Sind), the College of Agriculture and Commerce, Madras and also the Training College at Madras.

2. Students from different parts of India such as Malabar, Travancore, the Nizam state, Sind, Kanpur and even from Burma and Ceylon sought admission into it. S.Balagopalan,'More Reminiscences, Golden Jubilee Souvenir, Besant Theosophical College, Madanapalle, 1965-66, Madanapalle, 1966, p.41.

that the degrees from the college would not make them qualified for the employment in the government. Consequently in 1921 the strength dwindled to a mere 20 students. As a result it was transferred and merged with the National College, Adyar.

But Dr. Besant took a very keen interest not only in reviving the educational institution at Madanapalle but also restoring it to the Theosophical Educational Trust. In July 1923 the college was finally reopened at Madanapalle with its old name, The Theosophical college. Its Principal was Mr. C.S. Trilokikar.

When it was upgraded as a first grade college in 1926, B.A. course was introduced for the first time in it. As the Andhra University was established in 1926, the college got affiliated with it. But it was again attached to the Madras University in 1929 when the Andhra University was delimited.  

The Principal's Report for the year 1931-32 not only records a great fall in the strength of the college

---

4. In 1919, Visvakavi Rabindranath Tagore visited the College during his South Indian tour. It was while staying in Madanapalle, Tagore translated his famous Bengali song "Janaganamana" into English with the title, 'The Morning Song of India' and from Madanapalle it spread over India and became a National Anthem. Platinum Jubilee Souvenir, B.T. College, pp.26, 32 and 35.
but also refers regretfully to the poor results at the University Examinations of 1931. The Economic Depression of those days also affected considerably collections from abroad. During the year 1932-33 there was a further fall in the strength of the college. In the same year cholera broke out and it was followed by mass exodus. In February 1933 the Rishi Valley trust was pursuaded to handover the management of the college to a new Committee known as "Madanapalle Education Trust". In course of time the Madanapalle Education Trust was amalgamated with the Besant Educational Trust founded by G.S. Arundale who succeeded Dr. Besant as the President of the Theosophical society. Dr. James H.Cousins, a renowned poet of world reputation who was then in Capri island was requested to take up the principalship of the College. Dr. Cousins accepted the offer and his principalship of the college from 1933 to 1937 is considered a memorable period.Dr. Cousins showed keen interest in maintaining the highest standard of efficiency


6. Mrs. Margaret E.Cousins wife of Dr. Cousins was in Vellore jail for few months where she was imprisoned because of her participation in Satyagraha Movement during 1933. After her release in 1933, she made Madanapalle her home and actively participated in the cultural and social life of the college campus.
in all the departments. Dr. Cousins was succeeded by Prof. Chary in 1938.

During the same year the managing Committee of this College launched a new experiment in organizing the work of the college on a "co-operative" basis with great enthusiasm. It proved successful when the results were good in the University Examinations and there was an increase in strength of the students also.

The College had the unique privilege of receiving a host of distinguished visitors. Lord Goshen, Governor of Madras accompanied by the Chief Minister visited the college in 1926. In the same year poet Harindranath Chattopadhyaya and his talented wife Smt. Kamala Devi also visited the college on the invitation of students. Kumaraswamy Reddiyar, Minister for Education participated in the reopening celebrations of the College held on 21 July 1934. Janab C. Abdul Hakim Saheb, President of the District Board of Vellore donated Rs. 25,000 to the Endowment fund of the college. In 1935 Babu Rajendra Prasad, the then President of

7. Dr. Cousins had the credit of designing the college flag of 'unity' and it was executed by K. Ananda Rao, Art Master of the High School. The design consisted of the three great cultures represented in the college; the lotus circle of Vedic culture; the eight petals suggesting the "Noble Eight fold path" of Buddhism; the cross of Christian culture; and the crescent moon and star of Islamic culture.
the Indian National Congress also visited the college. Among others who visited the college were Captain Ponnappa of the Indian Army, Mrs. Ponnappa and Prof. B. Samba Murthy of Madras University. Babu Vimalendu Bose, a famous dancer from Bengal gave a very pleasing demonstration of classical Indian dancing to a crowded house in Besant hall in 1927. In 1939 C. Rajagopala Chari, Premier of Madras, visited the college. In the same year C. V. Raman delivered the closing address of the college association. The Silver Jubilee celebrations of the college were celebrated during the year 1940-41. After 1940 the college was put on a sound financial basis after 25 years of its establishment.

Jiddu Krishnamurti, one of the most important and influential philosophers of the twentieth century was also a student of this college. Dr. Bejawada Gopala Reddy, a poet politician and a nation builder is an alumni of this college. 8 K. Jayachandra Reddy, the judge of the Supreme Court of India, K. Vijaya Bhaskara Reddy, Present Chief Minister of Andhra Pradesh, K. Siva Sankar Bhat, the judge of the High Court of Karnataka were some among the distinguished old students of this college.

8. Taken from the speech by Prof. P. Jayarama Reddy, Vice-Chancellor, Sri Venkateswara University, Tirupati on the Besant Theosophical College Anniversary Day on 23rd February 1992.
Ceded Districts College, Anantapur: The Ceded Districts College (Present Government College) which was established at Anantapur was inaugurated by Lord Pentland, the Governor of Madras in 1916. On the occasion of the inauguration, many prominent men of the region came forward to institute Endowment prizes and scholarships, of whom late Rao Saheb, M. Hampaiah was a Pioneer. In the early years of its functioning Sri. S.K. Ranganathan was the principal. It has the privilege of having Dr. Sarvepalle Radhakrishnan, the second President of India, as a member of the staff for quite some time.

The college was started as a second grade college with a strength of 41 students. In 1918 it was upgraded as a first grade college offering courses like B.A., B.Sc. and B.Com. Lord Pentland, the Governor of Madras formally inaugurated the first grade college. The first college day was celebrated in 1920 under the Presidentship of Diwan Bahadur Kesava Pillai. But very few students joined the college at the beginning due to the lack of adequate

9. Sixth Tour of His Excellency, the Right Honourable the Lord Pentland, Governor of Madras, Anantapur and Bellary, Madras 1916, p.66.


laboratory facilities. However the labs were gradually well equipped.\footnote{Golden Jubilee Souvenir, Government Arts College, Anantapur, pp. 2-4.}

The establishment of Ceded Districts, College at Anantapur had, in fact, inaugurated a new era in the development of collegiate education in Rayalaseema. Unlike the Besant Theosophical College the Ceded Districts College registered steady progress as it had no financial problems because it was under the direct control of the Government. The quantum of aid was generally determined by the Director of Public Instruction on the basis of actual expenditure of the previous year. During 1923, the net cost per student in the Ceded Districts College was more than Rs. 200.\footnote{Retrenchment Committee Report, 1923, pp 77-78.} In 1923 the Retrenchment Committee recommended a reduction in the expenditure on collegiate education. As a remedy it also favoured the transfer of government colleges to aided managements. But the transfer of the college at Anantapur was not practically violable as it was the only college in Rayalaseema under the government management.

In order to encourage the students of the poverty-stricken Rayalaseema several Government and endowment-scholarships were sanctioned to the two colleges mentioned

\footnote{Golden Jubilee Souvenir, Government Arts College, Anantapur, pp. 2-4.}

\footnote{Retrenchment Committee Report, 1923, pp 77-78.}
above by the Director of Public Instruction. The Labour Department had also sanctioned scholarships exclusively for the Muhammadans. Mr. G Nagabhushana Sarma, a student of the Ceded District College, Anantapur had even participated in the Inter-collegiate debate organised in Bangalore during 1938 and secured first prize. 14

During 1938 Selection Committees were constituted for selecting candidates for admission into various government colleges. But these Committees were criticised because they were considered instrumental for the admission of non-Brahmin candidates and increase in the admission of Brahmins. When the government received several representations for the reconstitution of these committees and for fixing a definite proportion of seats in the government colleges, for each of the communities on the basis of the rules for communal representation, it examined the data of the past few years, and came to the conclusion that there was no justification for the allegation and that no such undue preference was given to Brahmins. 15 So the government rejected the demand of fixing a rigid communal proportion for admission in to the government and the

professional colleges. However, it issued a press note on 29 March 1938 stating that:

The Principals of government colleges are requested while making selection for admission to all classes in their colleges, to exercise the greatest care in seeing that due representation is given to non-Brahmins, to all minority communities, to Muhammadans, scheduled castes and to women.

As only a few students belonging to the categories of scheduled castes and women reached the level of collegiate education, due consideration became necessary for these candidates. It was true that the Brahmins outnumbered the other communities in getting admission in almost all the colleges of the Madras Presidency because they traditionally belonged to the educated community. The evidence available proves that more than 60% of the students admitted into the colleges belonged to the higher castes – i.e., Brahmins and Non-Brahmin Hindus such as Reddys, Kammas, etc. Though most of them came from the middle and poor classes, it is true that the education was mostly confined to a narrow circle of dominant castes. In the Ceded Districts College most of the students came from other districts of the Madras Presidency. Very few students came from Chittoor district because most of the students of this district used to go to Madras for higher education due to its proximity.

---

16. G.O.No. 1435, Educational, 1 Aug, 1940, pp. 1-5.
With the abolition of the College Selection Committees the entire responsibility of selecting applicants for the various courses of studies devolved on the shoulders of the principal. 18

The Ceded Districts College had various associations such as the College Library Union, the History Association, the Andhra Saraswatha Sangham and Science Association. Besides the endowed prizes, a number of other prizes were awarded to the students by the Unions and Societies in the college. This was done on the basis of specially conducted competitive tests. Besides the scholarships and endowments some help was also given to other poor and deserving boys of the college out of the College Poor Boys' Fund to the extent of Rs.550. The amount was generally raised through contributions from the staff of

### Table - 36

Distribution of pupils in the Ceded Districts College, Anantapur, 1939-40

<table>
<thead>
<tr>
<th>CASTE</th>
<th>Intermediate Degree 1939</th>
<th>Intermediate Degree 1940</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Indian Christians</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Brahmins</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>Non-Brahmins</td>
<td>58</td>
<td>49</td>
</tr>
<tr>
<td>Muhammadans</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Scheduled Castes</td>
<td>3</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEALTH</th>
<th>Intermediate Degree 1939</th>
<th>Intermediate Degree 1940</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Rich</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Middle</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Poor</td>
<td>75</td>
<td>55</td>
</tr>
</tbody>
</table>

I Year and II year were Intermediate course and III year and IV year were Degree courses. This type of 4 year course lasted till 1956. After 1956 it was discontinued, and the existing 3 year Degree course was introduced. G.O. No. 1740, Educational, 1 Aug. 1939, pp.2-5 and G.O.No. 1665, Educational, 29 Aug. 1940. p.6.
the college and the elite of the locality. 19

The working committee of the Rayalaseema Maha Sabha repeatedly urged the Government to change the name of the Ceded Districts College as the Rayalaseema College. 20 It also requested the government to open Honours courses in this college. But the Karnataka Defence League of Bellary objected to such a change and argued that the word "Rayalaseema" as applied to the five districts does not mean the territory which contained the seat of the mighty Vijayanagara empire. But after the Independence the college was renamed as Government Arts College.

Chakravarthi Rajagopalachari, who later became the Governor-General of India, presided over the college day celebrations during 1946. The Silver Jubilee function of the college was celebrated in 1946 during the principalship of

19. Under the auspicious of the Madras University rural extension lectures were delivered in the Ceded Districts College by eminent Scholars like K. Raghavachariar of the Madras Agriculture Service and R.Suryanarayana Rao, member of the servants of India society, Madras in 1940. The college was visited by distinguished visitors such as C.J.Varkey, then Education Minister, Bezawada Gopala Reddy and C.R. Reddy. G.O.No. 1655,Education, 29 Aug, 1940, pp. 1-5.

20. In the third decade of the twentieth century Sri C.D. Subramanaya Chetty an educationist of long and varied experience was appointed as the principal. He identified himself with the college in such a way that often C.D.College was mistaken as C.D. Subramanyya Chetty College.
Sri P.N. Gowd. This function was graced by the presence of Justice P.V. Rajamannar, Sri. O Pulla Reedy and the late Kavi Samrat Viswanatha Satyanarayana.  

Neelam Sanjiva Reddy, our former President of India is one among the alumni of this college. He was a student of Intermediate class in the year 1931. Late Sri D. Sanjeevaiah, who rose from a humble position to the eminent heights of Chief Ministership and President of AICC is another illustrious alumnus. Late Sri Pappuri Ramacharyulu, combined politics with literary achievements. Sri Kalluri Venkatanarayana Rao is a towering personality in the field of literature and Sri S. Obul Reddy retired Chief Justice of Andhra Pradesh High Court is another distinguished alumnus of this college. Prof U.R. Rao, Director, Indian Space Research Organisation, Satellite Centre, Bangalore Sri D.V. Reddy, Retired Director, Ministry of Defence, Dr. B.S.N. Rao, Chief Engineer of T.V. and Broadcasting in Kuwait, are a few among the reputed products of this college.

The College had the privilege of having reputed Scholars in the faculty members like Dr. S. Radhakrishnan, Sri Veturi Prabhakara Sastry, Dr. Puttaparthi Narayana Charyulu, Dr. Chilakuri Narayana Rao, Sri Cherukupalli Jamadagni Sarma and Sri Damerla Venkata Rao.

Other Colleges: After 1945 several new colleges were started in Rayalaseema. A second grade college which was started in Cuddapah town in 1948 was upgraded as a first grade college in 1951. Osmania college at Kurnool was established in 1948 by Anjuman-e-Islamaiah, an important voluntary association promoting education. It was started as a first grade college with degree courses in arts and sciences. The Tirumala Tirupati Devasthanams also established a first grade college known as S.V.Arts College at Tirupati in 1945. A second grade college, namely the Veerasaiva College was started in Bellary under private management. Most of the colleges in Rayalaseema were affiliated to the University of Madras as there was no separate University for it. But with the expansion of collegiate education, the need for a separate University exclusively for the region increased as a result of which Sri Venkateswara University was started in 1954 in Tirupati.

Professional Education: The Wood's Despatch of 1854 had emphasised the need for the establishment of teacher training schools besides the proposal of the re-orientation of the existing institutions. 22 The grant-in-aid codes of 1855 and

22. The policy of running sessional schools for training village school masters was pursued with great vigour towards the beginning of 1920. But in course of time with the establishment of training schools, sessional schools were discouraged. Bh.Sivasankaranarayana (Ed.), Op.cit., Cuddapah, p. 605.
1858 also stressed the need of Teachers' Certificate courses for the school teachers. As a result a number of teacher training schools were established. These training schools in the beginning were known as 'normal schools'. A special category of schools known as 'sessional schools' were also established at several places with the primary object of training village school masters in teaching methods.

There were separate training schools for elementary teachers and secondary school teachers. The duration of the course on both cases was one year. The trainees were given stipends during the period of their training. These schools in most cases were under the management of the District Boards and, sometimes, under the Christian Missionaries. As per the Towns' Improvement Act of 1871 one-fourth of the cost of these training schools were to be met from the local and municipal funds. The Act also insisted upon the appointment of certified and trained teachers in schools.23

After 1880 several teacher-training schools were established at Chittoor, Cuddapah, Anantapur and Kurnool. The American Mission had set up a training school at Chittoor during 1884-85 and another in 1894 exclusively for lady teachers. Towards the close of the nineteenth century the professional schools were brought under the management of

the Education Department due to the unsatisfactory management by the District Boards. Professional education received further encouragement with the promulgation of education rules in 1891 which resulted in the appointment of special inspectors of training.24

The University Education Commission of 1904 emphasised the necessity of training the teachers of secondary and primary schools and of starting such institutions.25 Considering the recommendations of the Commission, the Government of India decided to improve the teacher-training colleges. The Government held the opinion that no teacher should be allowed to teach without a certificate that he was qualified to do so.26 Between 1904 and 1907 the training schools were graded as primary, lower secondary and upper secondary schools according to the grade of training given to the teachers.27

A "scheme of work for Training schools" was published during the quinquennial, ending with 1911-12. During 1913, the Government attached greatest importance to

24. Ibid., p. 670.
the improvement of pay and prospects of the teachers so as to give encouragement to the teachers. Between 1915 and 1920 several important measures like the introduction of two-year secondary grade training course and the creation of the Board of Examiners who were to inspect the working of the training schools were adopted.28

The sessional schools were also established towards the close of the nineteenth century for giving training to the untrained teachers working in the village primary schools and to the new recruits to the teaching profession. These schools usually worked for a brief period of two to three months in a year. They were maintained by the District Boards.29 All the important places of Rayalaseema had such schools. But after 1900 the number of these schools declined. They continued on a limited scale even after 1920. The sessional schools were specially intended for the depressed classes. A part of the expenses of these schools were met from the budgetary estimates of the Commissioner of Labour. As the Lower Elementary Grade Training was generally discouraged, they were gradually abolished towards the close of 1931-32.30

30. R.P.I. Quinquennial, 1931-32 to 1936-37, p. 22
   During 1926-27, the provision of sessional schools was transferred to Education Department budget from the budget of the Labour Department.
As a part of Madras Presidency, Rayalaseema also had three kinds of teacher training schools. They are:

1. Lower Elementary schools.

The minimum qualification for admission to lower Elementary schools was standard V, to Higher Elementary schools was form III and to Secondary Training schools was S.S.L.C. In a majority of the cases both the Lower and Higher Elementary Training schools, were combined and run by a single institution, while in a few cases the Lower Elementary, the Higher Elementary and the Secondary Training schools were run in a combined institution. Though the course offered by these schools was for a period of two years the candidates who did their Intermediate course were given a secondary certificate after training of one year. 31

The Madras Education Act of 1920 emphasised the need for providing a large number of trained teachers and giving special preference to teachers who underwent the higher grade elementary training. The Act also desired that


In the Madras Presidency the term 'secondary grade training' was applied to the training of teachers who have passed the Matriculation or an equivalent test.
there should be at least one regular teacher for every 40 pupils on the rolls and that it was desirable to have a teacher for every 30 pupils.\textsuperscript{32}

But in practice it became difficult to fix the number of teachers to a school based on the above criteria alone as several other considerations like, the distinction of pupils in different standards, the strength of the higher standards, the special subjects if any, taught in the school etc., should be taken into consideration. In some cases the District Educational Councils and the Department officers used to deviate, for some reason or the other, from the general rule of fixing the number of teachers.\textsuperscript{33}

After 1920 several measures like introduction of a two year Secondary Grade Training Course, opening of second grade classes in aided institutions etc., were adopted. In the same year a Committee consisting of the officials and non-officials was constituted to investigate into the need for establishing training institutions for the teachers to enable them to improve their professional qualifications. According to the recommendations of the Committee, separate schools were established at several places in the Madras

\textsuperscript{32} The Madras Elementary Education Act, 1920, pp 5-10.

\textsuperscript{33} G.O.No. 137, Law, Education, 10 September 1935, pp. 1-3.
presidency and the existing training schools were also improved and strengthened after 1920.

An amount of 21 lakhs of rupees was allotted for training schools in the budget for the year 1923-24. This was considered by the Retrenchment Committee of 1924 as a large expenditure on education. Therefore, it recommended that the expenditure should be reduced or eliminated by any of the following methods.

a. reduction in the period of training from two years to one year.

b. transfer of training responsibility to ordinary schools,

c. extension of subsidy system and

d. the adoption of Pedagogue as an optional subject for the Intermediate and S.S.L.C course.

The first three recommendations were intended to save a considerable amount of money. The possibility of reducing the period of training from two years to one was considered by the government. In 1929 the Hartog Committee made some important recommendations about the training of primary school teachers. It recommended that the general standard of education of the primary teachers should be raised and the training institutions should be more adequately staffed for greater efficiency.

Of all the districts of Rayalaseema, Kurnool district had a large number of training schools. In Anantapur district both government and Christian Missionaries were responsible for the setting up of training schools. The training school at Rayachoti was one of the oldest training schools of Cuddapah district. In Chittoor district there were only two schools and these were started by the government.

35. The following were the training schools in Kurnool district which were in existence between 1920 and 1950:

2. S.P.G. Training School, Nandhyal, 1913.
6. Tabeeb-E- Kamil class attached to the Islamiah Arabic College, kurnool, 1923.

Table-37
Training schools for Men in Rayalaseema, 1936-37

<table>
<thead>
<tr>
<th>School</th>
<th>Secondary Training Class</th>
<th>Elementary Training Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>KURNOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Kurnool.</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>2. S.P.G. Training School, Nandyal (Aided)</td>
<td>-</td>
<td>62</td>
</tr>
<tr>
<td>3. Cumbum Rural community Training School (Aided)</td>
<td>-</td>
<td>73</td>
</tr>
<tr>
<td>BELLARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Bellary</td>
<td>41</td>
<td>89</td>
</tr>
<tr>
<td>2. Govt. (Muhammadan) Training School, Bellary</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>3. Govt. Training School, Hospet.</td>
<td>-</td>
<td>47</td>
</tr>
<tr>
<td>ANANTAPUR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Anantapur</td>
<td>13</td>
<td>143</td>
</tr>
<tr>
<td>CUDDAPAH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Rayachoti</td>
<td>-</td>
<td>113</td>
</tr>
<tr>
<td>2. L.M.S. Training School, Cuddapah</td>
<td>-</td>
<td>69</td>
</tr>
<tr>
<td>CHITTOOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Chittoor</td>
<td>71</td>
<td>111</td>
</tr>
<tr>
<td>2. Govt. Training School, Tirupati</td>
<td>-</td>
<td>153</td>
</tr>
</tbody>
</table>

Table-38

Training schools for Women in Rayalaseema, 1936-37

<table>
<thead>
<tr>
<th>School</th>
<th>Elementary Training class</th>
<th>Higher</th>
<th>Lower</th>
<th>Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>KURNOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Muhammadan Training School, Kurnool</td>
<td>-</td>
<td>9</td>
<td>9</td>
<td>4,707</td>
</tr>
<tr>
<td>2. Christian Missionary Training School, Kurnool (Aided)</td>
<td>31</td>
<td>-</td>
<td>31</td>
<td>5,982</td>
</tr>
<tr>
<td>3. S.P.G. Mission Training School, Nandyal (Aided)</td>
<td>16</td>
<td>-</td>
<td>16</td>
<td>4,542</td>
</tr>
<tr>
<td>BELLARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. (Muhammadan), Training School Bellary</td>
<td>-</td>
<td>8</td>
<td>8</td>
<td>7,513</td>
</tr>
<tr>
<td>2. Govt. (Hindu) Training School, Bellary</td>
<td>47</td>
<td>13</td>
<td>60</td>
<td>19,810</td>
</tr>
<tr>
<td>CUDDAPAH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Proddatur</td>
<td>13</td>
<td>5</td>
<td>18</td>
<td>9,488</td>
</tr>
<tr>
<td>ANANTAPUR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Secondary Training School, Anantapur</td>
<td>21</td>
<td>-</td>
<td>21</td>
<td>6,427</td>
</tr>
<tr>
<td>CHITTOOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Govt. Training School, Chittoor</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td>10,795</td>
</tr>
<tr>
<td>2. Beatlie Memorial Training School, Tirupati</td>
<td>48</td>
<td>-</td>
<td>48</td>
<td>8,702</td>
</tr>
</tbody>
</table>

As explained in the Table.37. Kurnool and Bellary districts had a large number of training schools during 1936-37. Even though Anantapur district had only one school, it adequately served the needs of the district. An amount of Rs. 38, 157/- was spent in Chittoor district towards teacher training schools for men during 1936-37. In the remaining districts the amount of money spent for teachers training was more or less equal. Most of the training schools in Rayalaseema, as elsewhere in the Madras Presidency were under the management of the Government.

Of all the districts of Rayalaseema as explained in the Table.38, Kurnool district had 3 training schools for women. The Christian Missionaries which contributed a good deal to the cause of teachers training had three schools in Rayalaseema. The remaining schools were under the management of government. The amount of money spent for teachers training in Bellary district was greater compared with the amount spent in the other districts of the region. In Rayalaseema there were no secondary training schools for women. All the schools were either Higher or Lower Elementary training schools.
A series of far reaching changes were made in the forties and fifties of this century. The Lower Elementary grade Training was abolished in 1941. The training courses were restructured. The revised syllabi was introduced in the elementary schools. Teachers of Higher Elementary Grade were permitted, from 1944, to appear privately for the Training School Leaving Certificate Examination of the secondary grade. The children or the dependents of soldiers who served in the Second World War were exempted from the payment of fees. The effect of recruitment to the forces during the war and disturbed economic conditions after the war on the progress of education was nowhere more conspicuously felt than in the strength of training schools for men teachers. 37

The inadequacy of facilities for teacher training in India was pointed out by the Sargent Committee, 1944. It stated that the existing institutions were barely sufficient to meet the requirements of the existing teachers and the untrained. Therefore, there was need for several training schools and colleges for producing trained teachers whom the national system required. 38

The recommendations of the Sargent plan are:

1. Suitable boys and girls should be picked out towards the end of high school course for teacher training.


2. No fee should be charged in the concerned training institutions.

3. Liberal assistance should also be made available for the maintenance of poor students. The Committee appointed by the Central Advisory Board of Education to review the recruitment and training of the teachers also stated:

Teachers at any rate in the primary and middle school stages on which the efficiency of the whole system must ultimately depend are being paid at rates inferior to those which apply to most classes of menials.

During 1946-47 an emergency secondary grade training course of one year duration was introduced, instead of two years course. In spite of the short duration of the course, it was decided to secure the best results. Relaxation was given to women, Muslims and Harijans. Between 1941 and 1946 stipends for teachers of secondary grade training was restricted to the women teachers of certain backward communities. During 1946-47 it was, however, extended to all teachers under training, both men and women, and the rate of stipend was fixed as Rs. 18 per month. Thus the picture of teacher training was one of inadequacy and slow at the end of 1950.

39. Quoted in Design for Prosperity, Education, p.11.

40. Report of the special Committee appointed by the syndicate to examine problems of Post-War Educational Reconstruction, p.110.
Technical Education: Technical education was not considered an important branch of education for a long period. The Wood's Despatch of 1854 contemplated technical education as useful and practical knowledge suited to every situation in life. The Education Commission of 1882 accepted this proposal and recommended that a secondary school course should be introduced for boys to make them fit for industrial and commercial careers. It was finally accepted by the Government of India after 1882 and measures were taken for the promotion of technical education. In 1884 the Government of Madras also sanctioned a scheme for the development of technical and scientific education in the Madras Presidency. Accordingly, courses in Agriculture were introduced in Bellary, Engineering and Commerce courses at Tirupati, Engineering, tailoring and dress making courses at Puttur, Engineering, music, drawing, textile work, wood and metal work courses were introduced in Anantapur district while music, drawing and Engineering courses were introduced in Cuddapah district. These schools continued to work with limited number of students for a long period.

41. Vakil and Natarajan, Education in India, p.153.
42. R.A.M.P., 1883-84, p.173.
The name of Curzon is connected with reform of schools of Art and a great impetus was also given by him to the growth of Agricultural education. The University Education Commission of 1904 wanted to give necessary encouragement to technical education so as to train the students for government services in various capacities. In spite of the encouragement from the government very few students were attracted to technical education because of the inherent distaste for manual work and preference for college education. The Calcutta University Commission of 1917 headed by M.E. Sadler as the President, also recommended that the Universities must make provision for the efficient training of personnel needed for the industrial development of the country.

As a result of this recommendation and due to the demand from the public, several technical institutions were established between 1921 and 1937. They include the Indian School of Mines at Dhanbad, the Harcourt Butler Technological Institute at Kanpur etc. But these institutions served only a few people from the urban areas. In 1937 Abbot and Wood⁴³ were appointed by the Government of India to study vocational and technical aspects of

---

⁴³ S.H. Wood was the Director of Intelligence, Board of Education and Mr. Abbot was the chief Inspector of Technological schools, Board of Education, England.
education. The Report recommended vocational education along the general education. In 1944 the Post-War Education Development Plan regarded "the establishment of an efficient system of technical education at all stages "as" a matter of great urgency." 44

As a result several sections for the vocational courses were started in secondary schools at selected places in Rayalaseema as elsewhere in the Madras Presidency. In 1942 the Industrial Training Institute was started at Anantapur. The institute provided training in 8 Engineering trades. 45

In 1946 a Special Committee was constituted under the chairmanship of N.R. Sarkar to draw up a plan for the establishment of 4 technological institutes, one each for the northern, southern, eastern and western zones, so as to satisfy the Post-War technological needs of the country. Accordingly the Engineering College at Anantapur was opened

44. Saini, Development of Education in India, pp.114-115.


in 1946, for promoting technological Education in Rayalaseema. As there was lack of suitable accommodation it was located, for sometime, in the premises of Engineering College at Guindy. It, was, however, shifted to Anantapur in 1948. It was originally affiliated to the Madras University and from 1954 onwards it was attached to the S.V.University, Tirupati. It served the needs of the pupils of Rayalaseema to some extent. As a result very few students from Rayalaseema attended the Engineering College at Guindy.46 There was no widespread appreciation of the needs for scientific and technological personnel till the appointment of the Scientific Man Power Committee in 1947.

The Medical College and Stanley Medical College at Madras and the Medical college at Madhurai allowed the students from Rayalaseema to study courses in medicine.47 The Veterinary College at Bapatla gave admission in Veterinary Science to the people of Rayalaseema.48

46. During 1947-48 the total strength of the Engineering college, Guindy was 125 pupils. 5 students from Chittoor district, 4 from Anantapur district, 4 from Bellary district, one each from Cuddapah and Kurnool districts respectively attended the college. Madras Legislative Assembly Debates, 1947, Vol: XV, p. 31.

47. During 1947-48 the Medical College and the Stanely Medical College had only one Rayalaseema student in each one of them where as there were not even a Rayalaseema student in Madhurai Medical college. Madras Legislative Assembly Debates, 1947, Vol. XIV, p. 375.