CHAPTER III

PRIMARY EDUCATION, 1920-1950
The principal object of this chapter is to trace the growth of primary education between 1920 and 1950. As the chapter is lengthy, it is divided into several sections. Section I of this chapter is a study of the growth of primary education - major developments and trends - during the period 1920-1950. Section II of this chapter is devoted to the educational progress among girls whereas section III deals with educational progress among Muhammadans, and the section IV is a survey of the educational progress among the depressed classes. The subsequent sections deal with the Inspection of schools, grant-in-aid to schools, the teacher-manager schools and the main developments and trends in compulsory education, basic education and adult education.

SECTION I

The year 1920 was a significant landmark in the history of education in India as it is in this year that the control of education was transferred to Indian Ministers who were responsible to the legislature with the elected majority. It was, therefore, generally expected that Indian Ministers would do their best to solve the problems of universal, free and compulsory education. According to the provisions of the Act of 1919 Education was not only a Provincial, but a Transferred subject and the centre was to exercise control over it.

But the Indian National Congress refused to cooperate with the Government in working out dyarchy as part of its political strategy. Consequently, the Indian Ministries of this period also failed to get the required support from the people due to various factors. As a result the Justice Party came to power in the Madras Presidency and Subbarayalu Reddiyar became the Chief Minister in 1920. He resigned in 1921 on health grounds and P.Ramarayanagir became the Chief Minister in April 1921. A.P. Patro became the Education Minister in the Government of the Justice Party which was dominated by the Andhras during this period.

But the dyarchical form of Government created difficulties in the expansion and improvement of education. The financial arrangements made in the Act of 1919 had also forced the Indian Ministers to depend upon the Government. Swadesamitran pointed out that even though the Education department came under the control of Indian Ministers, they didn't have the power to raise the required funds through taxation. Paschimandhra criticised that the Indian Ministers were mere puppets in the hands of the foreign government. It clearly pointed out that they had neither life nor creative faculty, nor independence.

2. Swadesamitran, Madras, 20 May, 1922.
The Indian Ministers were forced to depend upon the Government as most of the key posts of the Education Department were held by the members of the Indian Educational service. In order to set right the matter the Royal Commission on Superior Civil Services in India, popularly known as Lee Commission was appointed in 1923. It recommended that the personnel required for transferred branches of administration should in future be recruited by local government. The existing rights and privileges of the Indian Educational service were also to be guaranteed. A Central Advisory Board of Education was

4. The Indian Educational Service consisted of 66 posts and filled either from England or in India with the approval of the Secretary of State. Indians strongly opposed the method of appointment. The agitation was so strong that on 20 Aug. 1917 the Secretary of State for India announced that the policy of His Majesty's Government with which the Government of India was in complete accord, was that of increasing association of Indians in every branch of Indian administration.

Indian Educational Service:

<table>
<thead>
<tr>
<th></th>
<th>1916-17</th>
<th></th>
<th>1921-22</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men's</td>
<td>Women's</td>
<td>Men's</td>
<td>Women's</td>
</tr>
<tr>
<td>branch</td>
<td>branch</td>
<td>branch</td>
<td>branch</td>
<td>branch</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Europeans</td>
<td>210</td>
<td>19</td>
<td>200</td>
<td>31</td>
</tr>
<tr>
<td>Indians</td>
<td>9</td>
<td>-</td>
<td>120</td>
<td>2</td>
</tr>
<tr>
<td>Vacant</td>
<td>20</td>
<td>2</td>
<td>373</td>
<td>9</td>
</tr>
</tbody>
</table>


Similarly the Madras Educational Service consisted of 70 posts filled by recruitment in India. There were also certain special posts not included in the Indian Educational service but recruited from England. In the Madras Educational Service after 1917 several appointments were made by Local Boards. The Madras Year Book, 1924, p.849.
organised in 1920 with a view to assist Provincial Governments. But in 1923 as a measure of retrenchment it was abolished. According to the Hartog Committee the absence of central grants and interest in education was an unfortunate divorce of the Government of India.  

The socio-religious movements which played an important role in the development of education before 1920 gradually merged into the freedom struggle after 1920. During 1922-1930 the Indian National Congress boycotted the Legislative Councils and organised Non-cooperation and Civil-Disobedience Movements. As these movements dominated the national life of the country, the attention of the public was drawn more to the political rather than to the educational problems of the day. Added to this, the financial difficulties created by the Second World War, Constitutional advancement measures, the influence of the personalities of various national leaders, the nationalist experiments in the field of education etc., had a permanent imprint on the development of education after 1920.  

Policy of Control, 1920-20: Due to the transfer of control over education to the Indians and as a result of greater political awakening in the country, there was rapid expansion of education. The policy followed between 1920 and 1930 in the sphere of education, were described in the official reports as the policy of expansion. The Indian Ministers also attempted to spread elementary education in rural areas. Speaking in the House of Lords in July 1925 Lord Birkenhead, Secretary of state for India proclaimed:

In Madras the transitional Constitution has worked with a great measure of success. Ministers have used their influence to steady public opinion and feeling and have displayed a general moderation and no small measure of statesmanship.

Elementray Education Act, 1920: The pattern of elementary education evolved in the Madras Presidency had some influence on the working of the primary schools in other provinces also. In 1917, Bombay Presidency introduced compulsory education in municipalities and the other provinces followed the example of Bombay. By 1930 most of the provinces had introduced compulsion in some form or other. In Madras Presidency the Elementary Education Act

was passed in 1920. The most important provision of the Act was the introduction of compulsory education to boys and girls, both in rural and urban areas. The Act directed the formation of District Educational Councils in each district. These councils consisted of elected and nominated representatives and a President. These councils were to grant recognition to schools. They were to decide grant-in-aid to private primary schools, and help the Director of Public Instruction in getting a sufficient supply and employment of trained teachers to elementary schools. These councils were to maintain an Elementary Education Fund and levy an education cess of not more than 25 per cent of the taxes comprised under the heads of property, companies, profession and land. The Government used to contribute a sum not less than the proceeds of taxation, besides its ordinary contribution to education from the general funds of the Presidency.  

The Act also dealt with the question of religious instruction in recognised elementary schools. The Act enabled the District Educational Councils to enter into agreements with the managers of private institutions where religious instruction was given. Special provision was made

for the exemption of pupils whose guardians objected to their attendance at such institutions. The Act also provided that there should be at least one regular teacher for every 30 pupils. Under this Act 5 subjects were compulsory and 7 subjects were optionals at the primary stage. To render a school eligible to receive grants it must be recognised by the District Educational Council and for teaching grant, it must have been included in the aided list by the District Educational Council.

The Madras Text Book Committee was reconstituted in 1923 to advice the Director of Public Instruction in matters of suitability of text-books for the several classes and forms in recognised schools. As a condition of recognition and for receiving grants-in-aid, schools were required to use only the text-books recommended by the Text-Book Committee.


Creation of the District Educational Councils: As observed earlier, in accordance with the Elementary Education Act, District Educational Councils were set up in all the districts of the Madras Presidency, including those in Rayalaseema and they in turn created Elementary Education Fund. But the accommodation facilities in a number of schools under private management were unsatisfactory throughout Rayalaseema. Moreover the conditions favourable for education varied from district to district and as a rule, schools managed by Christian Missionaries were better than others.¹⁵

Between 1920 and 1923, the District Municipalities Act and the Local Boards Acts were amended and elementary education was completely removed from the purview of the district boards and was entrusted to the local bodies such as taluk boards and municipalities. From 1926 onwards village panchayats were also empowered to open new schools. This arrangement was made with the view that the panchayats were in a better position to meet the needs of the schools than the taluk boards and municipalities.¹⁶ It was also believed that the panchayats would provide accommodation

¹⁵. R.P.I., Quinquennial, 1921-22 to 1926-27, pp.78-79.
necessary for the school and could meet from its own funds all other expenditure on the institution over and above the Government grant. The Government therefore, considered it desirable to withdraw, as far as possible from the direct control of education. 17

The people of the region also showed considerable interest in the policies followed by Indian Ministers. Lively discussions took place in the Madras Legislative Council. In 1922 A.K. Sarabha Reddy, a member of the Legislative Council from Kurnool district, moved a resolution in the Council for converting some of the elementary schools into part-time schools in Rayalaseema which enables the children of the farmers to attend them during their leisure. But the Minister for Education, A.P. Patro explained that the school hours could be settled by the local bodies in consultation with the District Educational Officers and District Educational Councils. Finally the resolution was withdrawn due to the reluctance of the local bodies to change school timings and to bear the extra cost. 18

In 1923, the Government of Madras convened two conferences of Educationalists to discuss the expansion and improvement of elementary education. They resolved that the system of education should be altered so as to suit the nature and the tradition of the people of the country. The important recommendations of these conferences were:

1. To Promote gradual expansion of elementary education by providing schools in villages with 500 population and over,
2. to develop indigenous schools and to make them eligible for aid.

As a result of these conferences, the Government of Madras ordered the Director of Public Instruction to conduct a survey of the whole field of elementary education. The survey revealed that in most of the districts large number of schools were managed by the Taluk Boards, missionary and aided agencies. It also revealed that 31% of boys and 10% of girls of the school-going population in the Madras Presidency were under instruction. In Anantapur 28.7% of boys and 19% of girls and in Cuddapah 40.7% of boys and 24% of girls of the school-going population were under

Table-5

Expansion of Primary Education, 1921-1927.

<table>
<thead>
<tr>
<th></th>
<th>India</th>
<th>1921-22</th>
<th>1926-27</th>
<th>% of increase</th>
<th>Madras Presidency</th>
<th>1921-22</th>
<th>1926-27</th>
<th>% of increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Primary schools</td>
<td>155,017</td>
<td>184,829</td>
<td>19%</td>
<td>33,624</td>
<td>46,378</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pupils in primary schools</td>
<td>6,109,752</td>
<td>8,017,923</td>
<td>31%</td>
<td>1,317,779</td>
<td>1,985,617</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditure Rupees</td>
<td>49,469,080</td>
<td>67,514,022</td>
<td>36%</td>
<td>8,202</td>
<td>142.30</td>
<td>64%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Statistics regarding India were taken from Naik and Nurullah, Op.Cit., P.304. Statistics regarding Madras Presidency were based on the Administration Reports of the Madras Presidency, 1921-22, p.242 and 1926-27, p.178.
Aided schools in Rayalaseema as elsewhere in the Presidency were hard hit by the opening of a large number of free Board schools in their neighbourhood, since their chief source of income was school fee. But the fee collected from the students was more in Government schools than in the Board and Aided schools.\textsuperscript{21} As a result of this survey, the Government decided to open schools in places where there were no schools. Thus after 1924 large number of schools specially in rural areas were started in Rayalaseema also as in other parts of Madras Presidency.

The Quinquennial Review of the progress of Education (1922-1927) recorded an exceptionally large increase in the number of pupils and schools in India.\textsuperscript{22} It stated that the percentage of increase in the number of primary schools and pupils was nearly five times as shown in Table 5. The report exaggerated the picture of primary education.

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\textsuperscript{20} It was pointed in Sadhana that 90\% of girls, and 70\% of boys of school going age were not attending schools due to the lack of facilities, P. Ramachari, Sadhana, 14 Aug. 1926, Anantapur, 1926. p.6.

\textsuperscript{21} During 1921-22 in Madras Presidency the average cost of educating a boy in Government schools was: 11.4.0
education and stated that due to the disappearance of post-war difficulties, improved economic conditions, and the interest shown by the public were among the causes for this accelerated expansion of primary education. In spite of these efforts the situation is far from satisfactory. The Hartog Committee of 1929 clearly showed the shortcomings of the system.

After 1924 the local authorities in the Madras Presidency were advised to prepare schemes for the gradual elimination of single-teacher schools with a view to increase the quality of primary education. But the local bodies were diffident in the matter of preparing schemes. It seems obvious that lack of initiative and financial stringency were the main causes for the slow progress. Further guidance and stimulus were necessary to persuade local bodies to prepare and consider new schemes.23 The Native News Paper Report of 1929 mentioned that the Daily Express commented on the slow progress of education, failure of compulsion and education through the local bodies and advocated the formulation of a comprehensive scheme by an expert body.24 In course of time the working of the Elementary Education Act of 1920 was found to be defective

23. R.P.I., Quinquennial, 1921-22 to 1926-27, pp.77-78.
in certain respects and failed to serve the main purpose of the Act effectively. It was also observed that full advantage of the provisions of the Act with regard to the levy of education cess and the introduction of compulsion was not taken of.

Statham's Report, 1927: In 1927 R.M. Statham was appointed by the Government of Madras to examine the working of the District Educational Councils in the Madras Presidency. After careful study, he advocated the abolition of district educational councils and recommended creation of school committees in municipalities and district boards to look after elementary education. He also recommended gradual elimination of single-teacher schools, substitution of trained teachers for untrained teachers, transfer of the power of recognising private schools from District Educational Councils to the Education Department, sanctioning of liberal grants to private schools and adaptation of education in rural schools in rural villages. The measures suggested by R.M. Statham aimed at the improvement of elementary education, but his report along with several other reports had to wait for final incorporation into an Act of the Madras Legislature under the Government of India Act of 1935. 25

Hartog Committee Report, 1929: By 1929 the Government of India realised the need for formulating a general policy of reorganisation and improvement of all stages and grades of education in India. A comprehensive survey of the whole field of education was undertaken and a report was submitted. The Report was popularly known as Hartog Report after the name of its Chairman Philip Hartog. A thorough examination of the existing educational system was conducted by him. Regarding Primary education it stated:

"Our review of the growth of education reveals many points of fundamental interest for the political future of India. The largely increased enrolment in primary schools indicates that the old time apathy of the masses is breaking down. There has been a social and political awakening of the women of India and an expressed demand on their behalf for education and social reform. There has been rapid progress in the number of Muhammadans receiving instruction. Efforts have been made to improve the condition of the depressed classes and those classes are beginning to respond to that effort and to assert their right to education. On all other sides there has been a desire on the part of the leaders of public opinion to understand and to grapple with the complex and difficult problems of education; and large addition of expenditure has been proposed by Education Minister, and willingly voted by the Legislative Councils. That is one side of the picture, but there is another.

Throughout the whole educational system there is waste and effectiveness. In the primary system, which from our point of view should be designed to produce literacy and the capacity to exercise an intelligent vote, the waste is appalling. So far we can judge, the vast increase in numbers in primary schools produces no commensurate increase
in literacy, for only a small proportion of those who are at the primary stage reach class IV, in which attainment of literacy may be expected. The waste in the case of girls is even more serious than in the case of boys...."26

The Committee pointed out that there were some difficulties in the path of the progress of primary education. As 87 per cent of the Indian population were living in rural areas and no importance was given to rural uplift work in the curriculum. Poverty, illiteracy and conservatism of the parents were some among the causes for the slow progress of primary education. Existence of large tracts of backward areas and low density of population coupled with poor means of communications and caste barriers were also responsible for the slow progress of education. The Committee therefore condemned the policy of expansion and recommended concentration, consolidation and improvement of the existing education. It also recommended that the duration of the primary course should be four years. To undertake rural uplift work in the schools, the standard of general education of primary school teachers also should be strengthened.

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The findings and recommendations of this Committee received a hearty welcome from all quarters and it was a victory from the official point of view. Qualitative reform which dominated the scene between 1902 and 1922, was set aside by the Indian Ministers between 1922 and 1927. The Report implied a condemnation of Indian control of education because the policy of expansion adopted by the Indian Ministers was ill advised. But the truth was that in spite of the difficulties inherent in the dyarchical form of administration, the Indian Ministers achieved considerable accomplishments. Thus the report of the Committee created a wide cleavage between official and non-official opinion. 27

Champion's Report, 1930: Owing to the financial stringency resulting from the world-wide depression and the views of

27. Progress of Primary Education in India, 1927-1937.

<table>
<thead>
<tr>
<th></th>
<th>1921-22</th>
<th>1926-27</th>
<th>1931-32</th>
<th>1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of primary schools</td>
<td>155017</td>
<td>184829</td>
<td>196708</td>
<td>192244</td>
</tr>
<tr>
<td>No. of pupils in above schools</td>
<td>6109752</td>
<td>8017923</td>
<td>9162450</td>
<td>10224288</td>
</tr>
<tr>
<td>Total expenditure on primary education Rs.</td>
<td>49469080</td>
<td>67514802</td>
<td>78795236</td>
<td>81338015</td>
</tr>
</tbody>
</table>

the Hartog Committee, primary education made comparatively little progress in the Madras Presidency between 1927 and 1937. The Government of Madras appointed a committee with Mr. Champion as chairman to examine the consolidation and concentration of elementary schools. It recommended a scheme of consolidating elementary schools so as to achieve educational efficiency and fiscal economy. It aimed at the creation of schools with 30 pupils in each class and the employment of one teacher for each class. It also pointed out some of the practical difficulties in the way of consolidation of elementary schools. As the Muhammadans had insisted on Urdu medium, it became difficult to bring Muhammadans and Hindu children together in a common course. Further, the practice of untouchability in the rural areas made it difficult to bring the children of the depressed classes into schools attended by upper caste Hindus. A majority of the parents disliked sending their daughters to the co-educational schools. They also desired to have schools nearer to their homes. It resulted in the multiplicity of small schools, instead of a limited number of large schools. The Committee also pointed out the problems in the consolidation because the small schools existed under different forms of management.  

28. G.O.No.740. Education Department, 23 April, 1930 pp.1-5.
The conversion of small schools into larger schools which would undoubtedly increase educational efficiency was not possible due to the above mentioned practical difficulties. Therefore, Mr. Champion recommended not only the redistribution of elementary schools but also the establishment of central schools, each for every 1,000 pupils, both boys and girls. He also recommended that a central school should be surrounded by a number of junior schools serving the needs of younger children who could not walk the distance to the central school. They should have only standards I and II. Aided schools should be converted into efficient economic schools having standards I to V with an average strength of 30 pupils in each standard. The central school, junior schools and aided schools comprise an unit of school administration. 29

The Government, accepted some of the suggestions made in the Report and insisted that separate sections in central schools should not be opened for pupils of depressed

29. The following illustration shows the arrangement of a central school according to Champion's Report:

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  C
 /|
B  A  D
/  |
E
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A. School centre or class centre
B. Caste Hindu section
C. Muhammadan section
D. Depressed classes
E. Girls

Ibid., pp.5-6.
classes and girls and they should be taught along with others. But the recommendations of Champions Report as well as Statham's Report had to wait for final incorporation into an Act of the Madras Legislature under the Government of India Act of 1935.

Andhra Patrika commenting on the Mr. Champion's Report on elementary education, doubted that the Report cannot solve the problem of elementary education. The Report is apt to make already expensive education more expensive and that insistence and spending money on construction of buildings and the establishment of innumerable schools will be a serious obstacle to the spread of elementary education. It seems obvious that Mr. Champion's scheme didn't receive the appreciation of the people. Gandhiji is reported to have said in 1931:

"I say without fear of my figures being challenged successfully that today India is more illiterate than it was fifty or hundred years ago, and so is Burma, because the British administrators when they came to India, instead of taking hold of things as they were, began to root them out".


Table-6

Statement showing the extension of Elementary Education among boys, 1920-1950.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anantapur</strong></td>
<td>1097</td>
<td>n.a</td>
<td>1068</td>
<td>1333</td>
<td>833</td>
</tr>
<tr>
<td><strong>Cuddapah</strong></td>
<td>1151</td>
<td>n.a</td>
<td>1351</td>
<td>951</td>
<td>1058</td>
</tr>
<tr>
<td><strong>Chittoor</strong></td>
<td>1066</td>
<td>n.a</td>
<td>1189</td>
<td>990</td>
<td>1115</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources:
2. *-do-* 1931-32 to 1936-37, pp. 111-112.
The challenge of Gandhiji was taken up with alacrity by Sir Philip Hartog, who by a detailed and laborious process and with the aid of certain facts and figures endeavoured to demonstrate that Gandhiji's statement was based on utterly unreliable and insecure foundations.32 On the advice of Mahadev Desai the Government of Madras conducted an enquiry in 1939 to find out the validity of the statements of Gandhi and Sir Philip Hartog. This enquiry which was conducted by B.S. Baliga, came to the conclusion that the British policy in the first half of the 19th century was more of inaction than of action. In the second half it was essentially one of assimilation. It was never, as far as it can be ascertained, at any time a policy of distruction.33

During 1921-22 as explained in Table .6 the Kurnool district had not only the largest number of schools but also the largest number of pupils when compared with the other districts of Rayalaseema. The next place was occupied by Cuddapah. Chittoor was in the third place and it was followed by Anantapur34 and Bellary. During 1931-32

32. Ibid., p.69
34. V. Ramachadra Rao; Lepakshi Grama Punarnirmana Kendram, Bharathi, April, 1934, p.591.
all the districts of Rayalaseema witnessed an increase in the number of students. But between 1937 and 1947 in all the districts of Rayalaseema the number of schools decreased due to the Government's policy of eliminating inefficient schools. After 1947 all the districts of Rayalaseema except Anantapur showed an increase in the number of schools and pupils. Thus during 1921 and 1951, in spite of fluctuations in the number of schools, the pupils, there is a considerable growth in the realm of education.

In 1932, the Government of Madras appointed a Commission under the chairmanship of R.M. Statham to report on higher elementary schools. The Committee was asked to consider the issues like courses of study in rural elementary schools, the question of bifurcation after standard V, importance of vocational training, place given to English language etc. After careful examination, the

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35. R.M. Statham was the chairman of the committee. D.S.Reddy was the secretary. Abdul Hamid and G.Labo were the other members of the committee.

The following schools were in existence in Anantapur district between 1929 and 1933.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>1929</th>
<th>1933</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tq.Board schools</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Labour Dept</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Panchayat</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Aided</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Committee recommended the continuation of higher elementary schools both in the rural and urban and vernacular instruction and less weight to the teaching of English. It also advised to conduct an Elementary School Final Examination at the end of the standard VII. But all these reports merely remained on paper to a large extent till the passing of the Government of India Act, 1935.

Government of India Act, 1935: The Government of India Act, 1935 put an end to the inherent and defective dyarchical system of administration and abolished the distinction between reserved and transferred branches of administration.

36. The middle schools were better accommodated, better staffed by trained teachers than the higher elementary schools. From the point of view of grant-in-aid higher elementary schools were in a better position than the middle schools. The average grant to a middle school was Rs. 1,360 whereas the average grant to a higher elementary school was Rs.1,490. Higher elementary schools with much lower standards than middle schools were receiving good grants. During 1932 in the Madras Presidency there were 1,311 higher elementary schools. Of these schools several schools had class VI only, and several other schools had class VII and the remaining schools had class VIII. As observed by the Reports of the Director of Public Instruction these schools were located in rural areas i.e., 1,151 in rural areas and 160 in urban areas. In 1932 only 22 schools were under Government management, 50 under Municipalities, 712 under local bodies and 527 schools were aided schools. The number of schools in Rayalaseema is not available, Madras Legislative Assembly Debates, 1936, Vol.LXXXIII, Nov & Dec. pp.294-295.
Provincial administration was placed under a Ministry responsible to the legislature which had a majority of elected members. This new system of Government, known as Provincial Autonomy which came into operation naturally raised high hopes of a great educational advancement.

The Act of 1935 divided the activities of the Government into two categories. (1) Federal or Central (2) State or Provincial. Education was considered a provincial subject as a result of which emphasis was laid on education from 1937. The Congress Ministries started their work earnestly and enthusiastically. But their efforts did not yield much fruits because of the outbreak of the World War II in September 1939 which had serious repercussions on the political situation in India. On the issue of "War and Peace Aims" of the Allies, the Congress Ministers resigned in 1939. In their place 'care taker' Governments of the Provincial Governors started functioning in the Provinces which remained in power upto 1945.

The Congress which was in power from 1946 to the achievement of complete Independence in 1947, could not pay any serious attention to the subject of education as it was very much preoccupied with political matters.

In the Madras State under the premiership of Rajaji the Congress Ministry worked enthusiastically to
provide education to the people. The Government encouraged the primary schools that consist of five standards by giving subsidy or aid. Exceptions were made to the feeder schools with two or three standards which regularly used to send pupils to the higher standards of neighbourhood schools.37

Abolition of the District Educational Councils: The Government of Madras also felt that the District Educational Councils were not working satisfactorily. In 1929, the Hartog Committee criticised the devolution of powers in education to local bodies. He pointed out there is ample evidence that local bodies are very inexperienced in the difficult work of educational administration, that they are often reluctant to consult educational officers and that, in consequence, there is much wastage in the present system.38 Sir John Sargent, the Educational advisor to the Government of India, declared that the decision to hand over education of all subjects to local bodies was one of the most serious administrative errors ever made in this


country;\textsuperscript{39} and the Provincial governments were advised to resume all educational powers from local bodies, except where they were functioning efficiently.\textsuperscript{40}

As a result of it, a Bill was passed by the Government of Madras in Feb. 1939 abolishing the District Educational Councils. They were finally abolished in June 1939 and the power to grant recognition and aid was given to the departmental officers. Advisory Committees were formed for each taluk to assist departmental officers.

Expansion of Primary Education, 1939: After 1939 much stress was laid on qualitative improvement rather than quantitative expansion of education with a view to eliminate wastage and stagnation and to pull out inefficient schools. In the Madras Presidency the strength in standard IV and V was very low when compared to the strength in the standard I which was a sign of wastage. To remedy the defects and to improve the quality and efficiency of the schools, a total average attendance of not less than 25 pupils in each standard was fixed in the primary schools and thus insisted on a proper distribution of pupils between one standard and another.

\textsuperscript{39} John Sargent, \textit{Post-War Educational Development in India, 1944}, Delhi, 1947, Manager of Publications, p. 91.

\textsuperscript{40} Siquira, \textit{Op.cit.}, p. 133.
'Wastage' and 'stagnation' were the main reasons for the slow progress of primary education in the Madras Presidency. Accordingly the Education department worked out a plan in 1940 according to which only children who studied upto standard V in an elementary school were considered basic literate. One of the objectives kept in view was that the number of pupils in the standard V should not be less than 25% of the number of pupils of standard I. Efforts were made, as far as possible, to appoint trained teachers in all the primary schools.

---


Percentage of increase of pupils in standard V:

<table>
<thead>
<tr>
<th>Year</th>
<th>1937</th>
<th>1938</th>
<th>1939</th>
<th>1940</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools for Boys</td>
<td>9.5</td>
<td>22.3</td>
<td>25.8</td>
<td>29.0</td>
<td>32.3</td>
<td>35.7</td>
<td>36.9</td>
</tr>
<tr>
<td>Schools for girls</td>
<td>9.9</td>
<td>17.3</td>
<td>20.8</td>
<td>25.2</td>
<td>30.0</td>
<td>33.0</td>
<td>33.7</td>
</tr>
</tbody>
</table>

Improvement was noticed in the percentage of pupils in standard V as seen from the Table above, both among boys and girls. In the case of boys in standard V during 1932-33 there were only 9.5% and it increased to 36.9% in 1943-44. In the case of girls during 1932-33 there were only 9.9% and it increased to 38.7% in 1943-44. The aim to ensure the pupils who were enrolled in schools were retained till they completed the school course and thus permanent literacy was attained. Krishna Swamy Op.cit., p.395.
**Table-7**

**Statement showing trained teachers and number of pupils per trained teacher in primary schools.**

<table>
<thead>
<tr>
<th>District</th>
<th>Trained teachers</th>
<th>Total teachers</th>
<th>Number of pupils per trained teacher</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32</td>
<td>37</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>Kurnool</td>
<td>1765</td>
<td>2053</td>
<td>2111</td>
<td>2586</td>
</tr>
<tr>
<td>Bellary</td>
<td>885</td>
<td>1152</td>
<td>1332</td>
<td>1361</td>
</tr>
<tr>
<td>Anantapur</td>
<td>1148</td>
<td>1448</td>
<td>1498</td>
<td>1570</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1057</td>
<td>1570</td>
<td>1727</td>
<td>2046</td>
</tr>
<tr>
<td>Chittoor</td>
<td>1362</td>
<td>1786</td>
<td>2268</td>
<td>2587</td>
</tr>
</tbody>
</table>

Sources:
1. R.P.I., Quinquennial, 1931-32 to 1936-37, p. 51.
2. R.P.I., Quinquennial, 1941-42 to 1946-47, p. 38.
As explained in the Table 7 of all the districts of Rayalaseema, Kurnool had the largest number of trained teachers between 1931 and 1937. Chittoor comes in the next place and it was followed by Anantapur, Cuddapah and Bellary. Of all the districts of Rayalaseema, Bellary had the least number of teachers. Between 1941 and 1946 all the districts of Rayalaseema witnessed increase to some extent and the Chittoor district showed remarkable increase. It was also observed that there were a good number of teachers who were not properly trained in all the districts of Rayalaseema. Therefore, attempts were made for the gradual elimination of untrained teachers. Attempts were also made to reduce the overcrowdedness in the class rooms and the number of pupils per trained teacher gradually decreased in Rayalaseema between 1931 and 1942. In 1946 number of pupils per trained teacher increased slightly due to the steady growth of population after the two World Wars. Government not only aimed at the efficiency of teaching but also the quality of the syllabus. To improve the syllabus which became too literary, the Government of Madras prepared a new syllabus with vocational bias during 1939-40. Handicrafts, music, physical education, gardening etc. were also included in the curriculum.
The educational policy after 1942 passed through three phases. In the first phase, it was a continuation of the policy. During this phase, a drive for mass education was made with the aim of getting children of school-going age into schools and keeping them there till they attained permanent literacy by completing the standard V. With this view instead of enforcing compulsion it was decided to make schools attractive to the children and equipping schools with trained teachers. (b) Government decided to pay special attention to the educational progress of girls and of backward communities especially Muslims and untouchables. The second phase consisted of formulation and extension of the educational part of the Post-War Reconstruction and Development schemes of the Government of Madras. This policy was based on the recommendations of the committee formed by the Governor of Madras. It included the extension of compulsory education up to standard V and the provision of mid-day meals to children. The third phase began in 1947 with the acceptance of the craft-centred basic education as a method of instruction for mass

43. R.P.I., Quinquennial, 1941-42 to 1946-47, pp.1-3.

44. The Sargent Report surveyed the minimum educational requirements of the whole of India, in all aspects from the infant school to the end of University education, Post-Graduate research, adult education and even the education of handicapped could not escape from the purview of the Report.
education. Necessary training to the new teachers and retraining to old teachers was given in the use of basic education.

Sargent Report, 1944: In 1944, the Report of the central Advisory Board of Education on Post-War Educational Development, popularly known as Sargent Report, was published. It recommended the introduction of Universal, compulsory and free education of all boys and girls between the age of 6 and 14. The Report also made it clear that about Rs. 20 crores, spread through a period of 40 years, would be required to implement all its recommendations regarding the primary education in all the states under the British rule. In August 1944 the Post-War Reconstruction and Development Schemes of the Government were formulated by the Governor of Madras. The Madras Post-War Plan allotted a sum of Rs. 29.5 crores of recurring expenditure to education alone.

Considering the educational backwardness of Rayalaseema, the Rayalaseema Mahasabha in its fourth meeting at Anantapur in 1945 requested the Government to introduce free and compulsory education for boys and girls.

### Table-8

**Statement showing Elementary Schools for boys according to management, 1936-1951.**

<table>
<thead>
<tr>
<th>District</th>
<th>Government</th>
<th>Municipal</th>
<th>District Board</th>
<th>Panchayat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1936-37</td>
<td>1946-47</td>
<td>1950-51</td>
<td>1936-37</td>
</tr>
<tr>
<td>Kurnool</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Bellary</td>
<td>42</td>
<td>44</td>
<td>49</td>
<td>41</td>
</tr>
<tr>
<td>Anantapur</td>
<td>33</td>
<td>46</td>
<td>58</td>
<td>22</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Chittoor</td>
<td>2</td>
<td>14</td>
<td>27</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Aided</th>
<th>Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>755</td>
<td>448</td>
<td>531</td>
</tr>
<tr>
<td>Bellary</td>
<td>555</td>
<td>236</td>
<td>259</td>
</tr>
<tr>
<td>Anantapur</td>
<td>469</td>
<td>130</td>
<td>176</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>901</td>
<td>485</td>
<td>553</td>
</tr>
<tr>
<td>Chittoor</td>
<td>547</td>
<td>306</td>
<td>386</td>
</tr>
</tbody>
</table>

in this area. But the Government resolved to introduce compulsion in selected villages of every district as the situation was not favourable for the introduction of compulsion for all school-going children.47

As explained in Table.8 aided managements and Districts Boards were the important bodies for promoting elementary education among masses. Municipalities, Panchayat boards, Government and unaided agencies were also responsible for the spread of education. During 1936-37, a large number of schools in all the districts of Rayalaseema were under aided category. During 1946-47 all the districts witnessed a decline in the number of aided schools. It was also due to the Governments decision to eliminate inefficient schools. The year 1950-51 witnessed an increase in the aided schools. The schools under District Boards between 1936 and 1951 showed a gradual increase without any fluctuations in Rayalaseema. The schools under Government management and Municipalities also showed gradual increase in all the districts of Rayalaseema. Panchayats and Unaided agencies also maintained some schools during 1935-37. During 1946-47 only 4 schools were maintained by them and by 1950 not even a single school maintained by the unaided agencies in Rayalaseema existed.

47. Proceedings of the Fourth Rayalaseema Mahasabha, 1945, pp.1-5.
Table-9

Statement showing the Distribution of Boys in Elementary schools according to Race or Creed, 1947.

<table>
<thead>
<tr>
<th>District</th>
<th>Europeans</th>
<th>Brahmins</th>
<th>Non-Brahmin Hindus</th>
<th>Harijans and other classes</th>
<th>Aboriginal Tribes</th>
<th>Criminal Tribes</th>
<th>Muslims</th>
<th>No.of Girls reading in boys schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9,206</td>
<td>1,866</td>
<td>49,859</td>
<td>9,974</td>
<td>756</td>
<td>293</td>
<td>14,216</td>
<td>29,482</td>
</tr>
<tr>
<td>Bellary</td>
<td>798</td>
<td>1,826</td>
<td>28,432</td>
<td>6,822</td>
<td>468</td>
<td>28</td>
<td>6,409</td>
<td>10,514</td>
</tr>
<tr>
<td>Anantapur</td>
<td>604</td>
<td>2,532</td>
<td>34,093</td>
<td>6,124</td>
<td>273</td>
<td>83</td>
<td>9,009</td>
<td>15,080</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>3,653</td>
<td>1,576</td>
<td>40,055</td>
<td>8,275</td>
<td>66</td>
<td>46</td>
<td>12,164</td>
<td>19,219</td>
</tr>
<tr>
<td>Chittoor</td>
<td>1,476</td>
<td>2,717</td>
<td>62,734</td>
<td>11,734</td>
<td>119</td>
<td>702</td>
<td>9,409</td>
<td>29,642</td>
</tr>
</tbody>
</table>

Regarding the composition of pupils as stated in Table 9, majority of them were non-Brahmin Hindus. Muslims were in the next place because of the size of their population and Christians ranked third. Brahmins, who usually ranked first among the educated people, fell to the fourth rank in Rayalaseema as their strength is comparatively low in the region. The Harijans, aboriginal hill tribes, criminal tribes and Europeans constituted the least number. Of all the districts of Rayalaseema, Chittoor district had the largest number of non-Brahmin Hindus under instruction, while Kurnool stood second. Cuddapah, Anantapur and Bellary occupied third, fourth and fifth places respectively.

The next place was occupied by Muslims in the field of education because of their enormous growth in terms of population when compared to other castes. Kurnool and Cuddapah which were formerly the seats of Muslim administration had the largest number of Muslim pupils under instruction and occupied first and second places respectively. Chittoor had more or less the same number of Muslims under instruction while Anantapur occupied the last place.

Indian Christians occupied the next place. Cuddapah and Kurnool which were the earliest centres of
missionary activity, had a large number of Christian boys under instruction and these places were also the centres of missionary activity. Harijans and other depressed classes showed interest in education due to the efforts of Government and missionary organisations. The increasing number of students of these castes in educational institutions, no doubt shows a great departure from their early mode of life.

A number of higher elementary schools were converted into Middle schools or incomplete high schools during 1945. As a result there was a fall in the number of elementary schools after 1945. Only after Independence in 1947 the measures obtained here under were taken with a view to restore the number of schools. They are:

1. Introduction of progressive scheme of compulsion in rural areas,

2. expansion of facilities for the training of teachers,

3. exploration of more effective methods of teaching including retraining of teachers for craft centred instruction, and

4. extension of mass education with a retention of quality and effectiveness of mass education which were attained towards the end of 1948.48

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The scheme of mid-day meals was discontinued by the Government from April 1947 for want of funds. Compulsion was extended to new areas from 1947. In spite of the financial stringency, the Government continued to supply books and slates free of cost to all the poor pupils in areas where compulsion was already introduced. Another important change during this period was the introduction of shift system as a temporary measure in towns and other congested areas during 1948 so as to enable the managements to solve the problem of accommodation. In 1949 orders were passed restricting the shift system to only 10 taluks of the state. But these orders were later revised and only those schools with inadequate accommodation were allowed to apply for permission to adopt the shift system. But the teachers were asked to work in both the shifts. This change was introduced with a view to enroll more children, without much extra cost to the state. However, very few elementary schools adopted the shift system. 49

49. Under the 1948 scheme each shift was to work for not less than 4 hours a day and for 6 days in the week and the total number of working days was 220. Under the 1949 scheme each shift was to work for three and half hours a day for 6 days remained 220. Under both the schemes the head-master was common and under the 1949 scheme he was given an allowance of Rs. 5/- per mensum. Report of the Elementary Education Commission, 1954, p.11.
SECTION:II

Elementary Education among Girls: In the first two decades of the 20th century, there was a three fold rise both in the establishment of schools and the strength in them in the Madras Presidency--- an indication of social change. It was the missionaries who first introduced girls' education in India, at a period when for various reasons, it was regarded with deep suspicion by Indians.  

To begin with, there was no steady progress of education among girls in the primary and secondary stages in Rayalaseema. In many regions owing to the absence of any secondary schools for girls, practically no girl was at school. There were several areas where large number of girls were studying in boys schools. The main difficulty in the way of providing a girls' school was comparatively higher cost than that of a boys school. But the number of girls reading in elementary schools gradually increased and


51. Mrs. Stephenson of London Missionary Society founded two girls' schools at Gooty, one for Hindus and another for Muhammadans of the area in 1899. But the school for Muhammadans was subsequently closed due to poor strength and inadequate finances while the Hindu school flourished under London Missionary Society. London Missionary Society Report for Telugu Districts, 1929, pp.89-90.

the number of girls studying in boys' schools also increased. It shows that where ever educational facilities were provided for girls, there was a good response from the parents and public. The Government, therefore, increased the girls' schools and thereby decreased the disparity existing in number between boys' and girls' schools. The introduction of Madras Elementary Education Act in 1920 led to the constitution of District Educational Councils as a result of which elementary education was transferred to local boards in 1922.

The standard of equipment in girls schools varied considerably from one district to another. The Director of Public Instruction pointed out that the schools in Rayalaseema were fairly well equipped, but in other districts with the exception of the city of Madras equipment was unsatisfactory. In spite of the Directors remarks, in practice most of the schools for girls in Rayalaseema were

53. Progress of Education in India, Tenth Quinquennial Review, 1927-32, Delhi, 1934, Vol.I p.3

54. In 1922 Government transferred 150 girls schools in Kurnool 7 schools in Bellary, 6 schools in Anantapur, 1 school in Chittoor, 1 schools in Guntur, 21 schools in Godavari 5 schools in Nellore, 16 schools in Krishna and 16 schools in Ganjam to local bodies. Vaikuntam, Education and Social change, p.99.

still inadequate to the needs of the girls. Repeated representations were submitted to the Government from the public to provide minimum facilities. In 1926 a petition was submitted by the secretary, Muslim Association, Cuddapah to the District Educational Officer, requesting him to open higher elementary schools for Muhammadans. But the request was not considered. In 1930 another request was made and the school was ultimately sanctioned in 1930.

Under the Elementary Education Act of 1920 lessons in health and household management were included in the optional subjects for girls. But the amount sanctioned to meet the expenses of girls schools was meagre. This was pointed out even by Andhra Patrika in 1929.

56. Trilinga of Madras, 29 April, 1922 pleaded to spend the money available for the purpose equally for both boys and girls. Smt.P.Lakshminarasamma, President of the Andhra Ladies Conference, speaking on education said that female education was still at a low ebb and she suggested an improvement in its system of education acceptable to our national aspiration, i.e., national education, The Hindu, 20 Oct, 1924.


59. Andhra Patrika, 6 June 1929.
Regarding the scholarships for girls, the question was raised in the Madras Legislative Assembly by R. Veerain. It was made clear that special scholarships would be given to widows with a view to encourage their education. General scholarships were awarded only from form I in secondary schools and standard VI in elementary schools. The maximum fee up to standard V in an elementary school was only one anna a month. But there was considerable decline in the strength from standard VI or form I. With a view to induce pupils to continue their education beyond the primary school stage scholarships were sanctioned by Government. 60

In 1929, there were 4,044 schools in the Madras Presidency. Out of them 510 schools were located in Rayalaseema. Kurnool district had the largest number of schools i.e., 121 schools. Anantapur had 110, Bellary had 97, Chittoor had 92 and Cuddapah had 90 schools. 61 In 1930,

60. Scholarships tenable from standards IV and V were awarded by the Labour department to pupils of depressed classes. With regard to ordinary scholarships no difference was made in the matter of age between girls reading in municipal areas and girls reading in non-municipal areas. In the case of special scholarships for pupils of depressed classes awarded by the Labour Department however, the age limit was two years higher in non-municipal areas than the municipal areas. The difference was abolished in 1927. Madras Legislative Assembly Debates, 1926, Vol. XXXVIII, p. 27.

61. Ibid., 1929, Vol. XLVII, p. 130.
3.1% of girls out of the total female population in the Madras Presidency were under instruction in elementary schools. All the five districts of Rayalaseema had less than the average percentage of Madras Presidency which indicates its backwardness. Of the total female population 2.8% in Kurnool, 2.3% in Anantapur, 2.3% in Cuddapah and 2.1% in Bellary were under instruction. During the year 1931 Kurnool district had 3.2% of girls under instruction and the remaining districts still lagged behind while the Presidency average was 3.3%. 62

Table 10

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Number of Elementary schools</th>
<th>Number of girls in Elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1921</td>
<td>1936</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Kurnool</td>
<td>95</td>
<td>68</td>
</tr>
<tr>
<td>Bellary</td>
<td>87</td>
<td>100</td>
</tr>
<tr>
<td>Anantapur</td>
<td>83</td>
<td>112</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>59</td>
<td>111</td>
</tr>
<tr>
<td>Chittoor</td>
<td>15</td>
<td>42</td>
</tr>
</tbody>
</table>


As explained in the Table above, there was gradual increase in the number of girls attending the elementary schools even though fluctuations occurred in the number of schools specially intended for them. Great fluctuations in the number of schools occurred only in Kurnool than in the other districts of Rayalaseema. It was due to the implementation of prescribed rules enunciated by Elementary Education Act of 1920. Similar fluctuations could be noticed in Chittoor district also. It was due to the fact that the district was created in 1911. In fact there were very few elementary schools specially intended for girls. Most of the girls attended the schools not specially intended for them in elementary school stage.

Table. 11
Statement showing the number of girls studying in elementary schools not specially for them: 1920-1950.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>1932</th>
<th>1937</th>
<th>1942</th>
<th>1947</th>
<th>1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>16,356</td>
<td>18,901</td>
<td>26,730</td>
<td>36,183</td>
<td>30,102</td>
</tr>
<tr>
<td>Bellary</td>
<td>9,096</td>
<td>10,703</td>
<td>17,712</td>
<td>20,610</td>
<td>19,591</td>
</tr>
<tr>
<td>Anantapur</td>
<td>11,350</td>
<td>12,071</td>
<td>19,006</td>
<td>22,967</td>
<td>20,540</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>10,962</td>
<td>14,264</td>
<td>20,443</td>
<td>27,571</td>
<td>25,379</td>
</tr>
<tr>
<td>Chittoor</td>
<td>13,336</td>
<td>16,109</td>
<td>25,789</td>
<td>35,677</td>
<td>31,684</td>
</tr>
</tbody>
</table>

As explained in the Table above large number of girls were studying in co-education schools between 1932 and 1937. The Table clearly shows that there were fluctuations in the number of girls attending the schools in different years. The great reduction in the number of girls attending the general schools during 1951 was due to the special encouragement given to female education in the form of establishing girls schools in large numbers.

After 1937, favourable events occurred which created congenial atmosphere for the development of women's education. The clarion call of Mahatma Gandhi to ameliorate the position of women directed the minds and actions of the people towards social reform. Large increase in the number of girls' schools could be noticed after 1937 but the school buildings were inadequate and mostly held in rented buildings. Miss Dweltz, Inspectress of girls schools remarked that in kurnool district, the accommodation and sanitary arrangements in all the schools which were held in rented buildings were inadequate and unsatisfactory. The Local Bodies seldom took steps to improve these conditions. She remarked that there were 85 schools for non-Muslims and 26 for Muslims in the Cuddapah district. The schools held in

rented buildings were ill-ventilated and insufficient in accommodation. In Chittoor district, the accommodation in most of the schools was insufficient and not suitable for the school purposes.\textsuperscript{64} The equipment in the schools except Beatlie Memorial school at Chittoor, was not satisfactory.\textsuperscript{65} In Bellary district 7 school buildings were owned by local bodies and the rest were rented buildings. The accommodation was insufficient in many of the rented buildings. The schools in Anantapur district were poorly equipped and in some schools even the bare necessaries were not supplied. The teachers were not provided with textbooks. So Dweltz requested the managements to supply books to the schools.\textsuperscript{66}

This unsatisfactory position continued not only in Rayalaseema but throughout the Presidency, with a very few exceptions.\textsuperscript{67} Deccan being a backward region, witnessed very little progress in female education. Compulsion was practically excluded all schemes of women's education.

\textsuperscript{64} G.O.No.1450, Educational, dated 27 June 1939, pp.1-5.
\textsuperscript{65} G.O.No.1637, Educational, dated 11 July 1939, pp.1-3.
\textsuperscript{66} G.O.No.1629, Educational, dated 19 July 1939, pp.1-2. See also the R.P.I., Quinquennial, 1931-32 to 1936-37, p.100.
Moreover the staff of the schools happened to be men. A drive was initiated as early as in 1936, according to which 25 per cent of the girls in the local area must be in attendance at school or a school should consist of girls at least a third of the strength. 68

Some of the important trends that characterised the nineteen forties were: the grant of recognition only to those schools which enrolled 30% of girls of school age in the area, abolition of school fees in the Model schools attached to Government Training schools intended for women, training of young wives and widows as teachers and transfer of the control of elementary education to the District Educational Officer. All these trends brought about dynamic change in the education of women. Large number of girls were brought under instruction. 69 In spite of all these progressive attempts large number of girls still remained illiterate in most parts of the Madras Presidency as explained below:

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Statement showing the percentage of girls to the total female population receiving primary education between 1930 and 1950:

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>2.6</td>
<td>3.7</td>
<td>6.2</td>
</tr>
<tr>
<td>Bellary</td>
<td>1.8</td>
<td>2.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Anantapur</td>
<td>2.2</td>
<td>2.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>2.2</td>
<td>3.0</td>
<td>5.1</td>
</tr>
</tbody>
</table>


A Special Committee was appointed in 1944 by the Syndicate of the Madras University to examine the problems of Post-War Educational Reconstruction with a view to reorganise education in the Madras Presidency. The Post-War Education Committee felt that a large number of women teachers should be encouraged to take up the responsibility of promoting women's education. The Committee further felt that the elementary schools should be permitted to have co-education and if there was sufficient number of girls in any locality. Separate schools for boys and girls could be established. The Committee also realised that physical

Table-13

Statement showing trained teachers and number of pupils per trained teacher, 1942-47.

<table>
<thead>
<tr>
<th>District</th>
<th>Trained teacher 1942</th>
<th>Trained teacher 1947</th>
<th>Total 1942</th>
<th>Total 1947</th>
<th>Teachers 1942</th>
<th>Teachers 1947</th>
<th>Number of pupils per trained teacher 1942</th>
<th>Number of pupils per trained teacher 1947</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>169</td>
<td>190</td>
<td>172</td>
<td>205</td>
<td>28</td>
<td>32</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Bellary</td>
<td>201</td>
<td>289</td>
<td>205</td>
<td>296</td>
<td>34</td>
<td>32</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Anantapur</td>
<td>213</td>
<td>219</td>
<td>219</td>
<td>229</td>
<td>30</td>
<td>33</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>178</td>
<td>246</td>
<td>189</td>
<td>263</td>
<td>29</td>
<td>31</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Chittoor</td>
<td>133</td>
<td>150</td>
<td>139</td>
<td>153</td>
<td>30</td>
<td>30</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: R.P.I., Quinquennial, 1941-42 to 1946-47, p.51.
education is an essential part of the educational institutions and promoted habits of cleanliness, orderly life; and good habits in daily life. After 1944 Government of Madras gave all its support to female education as was recommended by the Committee.

At the request of the Committee an Advisory Board for Women's Education was constituted by the University of Madras in 1944. It recommended for pre-vocational courses and the examination at the end of the eighth standard. Subsequently they were introduced for all higher elementary schools in the Madras Presidency.

As explained in the Table .13, efforts were made to appoint trained teachers in educational institutions. Between 1942 and 1947 the districts of Rayalaseema witnessed an increase in the number of trained teachers. The average number of 30 pupils per teacher was aimed in Rayalaseema.


72. Sree Sadhana of Anantapur in its editorials between 1940 and 1950 advocated for a separate curriculum for girls in educational institutions and it also advocated for the spread of Hindi language among women. The fourth Rayalaseema Mahasabha during 1945 urged the Government to introduce Hindi as a compulsory subject in Municipal and Board schools which was sanctioned later in a few schools.
<table>
<thead>
<tr>
<th>District</th>
<th>Indian Christians</th>
<th>Brahmins</th>
<th>Non-Brahmins Hindus</th>
<th>Harijans</th>
<th>Aboriginal &amp; hill tribes</th>
<th>Criminal tribes</th>
<th>Muslims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>178</td>
<td>304</td>
<td>2213</td>
<td>799</td>
<td>43</td>
<td>-</td>
<td>2654</td>
</tr>
<tr>
<td>Bellary</td>
<td>137</td>
<td>743</td>
<td>5910</td>
<td>778</td>
<td>-</td>
<td>-</td>
<td>1549</td>
</tr>
<tr>
<td>Anantapur</td>
<td>239</td>
<td>571</td>
<td>4039</td>
<td>205</td>
<td>-</td>
<td>-</td>
<td>2129</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>307</td>
<td>414</td>
<td>4741</td>
<td>390</td>
<td>-</td>
<td>8</td>
<td>2048</td>
</tr>
<tr>
<td>Chittoor</td>
<td>189</td>
<td>455</td>
<td>2414</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>1413</td>
</tr>
</tbody>
</table>

In the expansion of education for girls, aided agencies played a very important role in Rayalaseema as elsewhere in the Madras Presidency. The semi-official bodies such as Municipalities and District Boards also played significant role. Though the Panchayats did not start elementary schools for girls, they started several schools for boys.

As explained in the Table.14, large number of pupils belonged to Non-Brahmin Hindus and Muhammadans were in the next place. Kurnool district had the largest preponderance of Muslim population, hence, large number of pupils of the district belonged to that particular caste. In Bellary district large number of pupils belonging to Non-Brahmin Hindus and the next place was taken by Muslims. 40 girls belonging to Buddhist religion were studying in Bellary district. 1,111 boys attended the elementary schools intended for girls in Rayalaseema. 2,222 girls belonging to Harijans and other classes attended the elementary educational institutions in Rayalaseema. Girls who were certified as too poor to pay fees were admitted free in all schools. The government gave all needed financial assistance to those schools. Harijan pupils in elementary schools under private management were given full fee concession for a period of 10 years from 1949-50 irrespective of income limit.
In 1948, the University Education Commission under the Chairmanship of S. Radhakrishnan optimistically pointed out that "there can not be an educated people without educated women. If general education had to be limited to men or to women that opportunity should be given to women for there it would most surely passed on to next generation." 73 K. Natarajan once pointed out that. If a person who died a hundred years ago come to life today, the first and foremost important change that would strike him is the revolution in the position of women." 74


SECTION : III

Elementary Education among Muhammadans: The general policy followed by the Government was to maintain separate schools for Muslims only in centres having a large Muhammadan population. The Government also employed a fair proportion of Muhammadan teachers where there were no separate schools. Apart from it, Muhammadans were given half fee concessions in elementary schools.

Between 1924 and 1926 Taluk Boards and Municipalities started several schools exclusively for Muhammadans—8 schools in Bellary district and 5 schools in Kurnool district two each in Cuddapah and Anantapur districts. Towards the close of 1926, there were 2,955 elementary schools which were chiefly intended for Muhammadans, in the Madras Presidency. The total strength of them were 169,587. Besides these schools there were 43,904 public elementary schools, open to all classes of pupils and 1,644,262 pupils were studying in these schools out of whom 44,854 were Muhammadans.


77. Proceedings of the Madras Legislative Assembly, 1926, Vol. XXXVII, p.142. In 1926, 1,692 Muhammadan pupils in Cuddapah district and 1,762 pupils in Kurnool district were under instruction.
A Muhammadan Educational Conference which was held at Shillong in February 1926 urged the Government to improve the teaching of Urdu and Arabic in public schools, and made a plea for the increase of the number of scholarships for Muslims. It also requested the Government to revise the text-books and demanded the appointment of special Muhammadan Inspecting Officers. 78

In spite of all the incentives provided by the Government of Madras as well as the Government of India, Muhammadans lagged behind in education. In the case of female education they were far behind due to the prevailing social inhibitions. Azad Hind from Madras dated 11.8.1929 pointed out the need for providing facilities to spread education among them. 79

Regarding the educational backwardness of the Muslims in the primary stage, Hartog Committee of 1929 opined that 'special schools' should be started for Muslims with certain safeguards for Muslim interests. It was felt that religious instruction for Muslim children should be provided without endangering the religious neutrality of Government. 80

Table-15

Statement showing educational progress among Muhammadan Boys, 1932-1947

<table>
<thead>
<tr>
<th>District</th>
<th>Boys under Instruction</th>
<th>% of boys under instruction to the total male population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>10355</td>
<td>9992</td>
</tr>
<tr>
<td>Bellary</td>
<td>5540</td>
<td>5041</td>
</tr>
<tr>
<td>Anantapur</td>
<td>7765</td>
<td>7080</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>8732</td>
<td>9124</td>
</tr>
<tr>
<td>Chittoor</td>
<td>25197</td>
<td>5099</td>
</tr>
<tr>
<td>Madras Presidency</td>
<td>233908</td>
<td>251826</td>
</tr>
</tbody>
</table>

Sources: 1. R.P.I., Quinquennial, 1931-32 to 1935-37. p.73.

2. R.P.I., Quinquennial, 1941-42 to 1946-47. p.51.
University of London at the Institute of Education, Philip Hartog pointed out several special problems of Muslim education. He concluded that though there was educational backwardness among the Muslims but there was no intellectual inferiority. Muslims all over India occupied posts of highest distinction on their own merits. 81

In 1932 a Committee of officials with R.M. Statham as Chairman was appointed to prepare syllabi for Arabic education in elementary and Advanced Arabic Schools. It submitted a report in 1933. 82 But effective action was not taken by the Government of Madras till 1935 except that it could collect information regarding the working of certain existing Arabic institutions.

Educational Progress among Muhammadans, 1932-1947: As explained in Table.15 a large number of boys were under instruction in Kurnool, Cuddapah and Anantapur districts in 1932. Bellary and Chittoor followed them. During 1932 Rayalaseema had 1/6 of the total number of Muhammadan pupils in the Madras Presidency. Chittoor district alone exceeded the average percentage of Madras Presidency whereas the remaining districts had below the average percentage of


82. R.P.I., Quinquennial, 1931-32 to 1936-37, pp.4-5.
pupils under instruction. Between 1932 and 1937 there was no progress in the enrolment of Muhammadan pupils and except Cuddapah district all other districts of Rayalaseema witnessed a decline.

With a view to encourage education among the Muslims several measures were taken by the Government after the introduction of provincial autonomy. Four Junior Deputy Inspectors for Muslim schools for boys were appointed not only to have efficient supervision but also to reduce the 'wastage' in education. In spite of these measures the educational progress among Muhammadans between 1937 and 1942 was not encouraging and instead it showed a decline. Anantapur, Cuddapah and Chittoor districts as elsewhere in the Madras Presidency witnessed a decline. Bellary alone showed an increase in the enrolment. Under the Provincial Autonomy in the Madras Presidency Kumara Swamy Reddiyar showed considerable interest in promoting education among Muslims but no effective action could be taken due to his resignation in 1939. The 'caretaker' Government which took charge in 1939 did not show any interest in education of Muslims.

83. In 1935 Muhammadans formed only 14.5% of the University population in India. Owing to the educational backwardness of the community the central government reserved a certain number of posts for the Muslims which were filled by nomination, and not by impulsion, Philip Hartog, _Op.cit._, pp.48-50.
Table-16

Statement showing educational progress among Muhammadan Girls, 1932-1947.

<table>
<thead>
<tr>
<th>District</th>
<th>Girls under Instruction</th>
<th>% of girls under instruction to the total female population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>2800</td>
<td>3073</td>
</tr>
<tr>
<td>Bellary</td>
<td>1536</td>
<td>1664</td>
</tr>
<tr>
<td>Anantapur</td>
<td>2642</td>
<td>2556</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>2475</td>
<td>2955</td>
</tr>
<tr>
<td>Chittoor</td>
<td>1579</td>
<td>1915</td>
</tr>
<tr>
<td>Madras Presidency</td>
<td>85398</td>
<td>104661</td>
</tr>
</tbody>
</table>

Sources: 1. R.P.I., Quinquennial, 1931-32 to 1936-37. pp.73-74.
Muslims due to the outbreak of world war II as a result of which there was a change in the political situation in the country. The year 1947, witnessed rapid expansion of education among Muhammadans in all the districts of Rayalaseema as elsewhere in the Madras Presidency. After 1942 a drive was launched by the Government of Madras with the aim of sending children of school-going age to the schools and keeping them there till they completed standard V. The educational advancement among Muslims clearly shows that the resistance of the Muslim community to education was slowly weakening.

The elementary education among Muhammadan girls between 1920 and 1950 increased slowly and steadily. As explained in the Table.16 between 1932 and 1937 all the districts barring Anantapur showed increase. Between 1937 and 1942 all the districts of Rayalaseema showed improvement, as elsewhere in the Madras Presidency. But the year 1947 witnessed a decline in all the districts of Rayalaseema whereas it was almost doubled in other parts of Madras Presidency.

As early as 1935 the Muhammadan parents submitted petitions to the presidents of the District Boards requesting development of Muhammadan education by establishing more schools at places where Muhammadan
population had a sizable number. After examining the petitions the Government finally decided to open more schools for them. But due to the introduction of compulsory education and craft oriented Basic education the government could not pay adequate attention to the education of Muslims. Moreover lacking of trained teachers, and the indifference of the Muslim parents became problems for the advancement of education among the Muslim girls. The Presidents of the District Boards were therefore, directed that, if qualified Urdu teachers were not available, instruction in Muslim schools be given in the language of the locality. Therefore the Muslim children were given option to study Telugu language if the parents of the Muslim child voluntarily agreed to it. As the Muslim parents declined to send their daughters, above the age of 9 or 10, to boys' schools, the enforcement of compulsion also became difficult. But effort was made to attract Muslim children to education by starting two training schools exclusively for Muslims in Kurnool district between 1944 and 1945. But the attendance of the students in those schools could not be improved. The only way which appeared feasible to attract

the applicants was the enhancement of stipends.\footnote{In Kurnool district Islamia Higher Elementary Training school was opened in 1944 with 9 students. Government started another training school in Kurnool during 1944-45. \textit{G.O.No.1093, Education, dated 19 July}, p.37.} Begum Mir Amiruddin, M.L.A. in the Madras Legislature in 1946 criticised that in spite of the large number of Muslim population in Rayalaseema adequate provision was not made for their education. In the same year Poker Sahib Bahadur, a member of the Madras Legislative Assembly opposed Basic education on the ground that no provision was made for religious instruction. Thus the educational backwardness of the Muslims in the Madras Presidency became a matter of concern throughout.\footnote{\textit{Madras Legislative Assembly Debates, 1946}, Vol.II, pp.1036, 1064 and 1065.}

The important cause for the slow progress of education among Muhammadans was their poverty which forced the parents to send their children even to menial jobs instead of sending them to schools. Small scale industries such as slate industry, slate-pencil industry, match factories were largely owned by Muslims. \textit{Purdah} and child-marriages were still in existence which resulted in early withdrawal of girls from schools.
SECTION-IV

Educational Progress among the Depressed Classes: According to a survey in 1918 in spite of the liberal and generous attitude of the Government towards the depressed classes, there was not considerable progress among them. Though several proposals were made from time to time for improving their conditions they failed due to the lack of effective organisation. Therefore, a special officer with suitable staff was appointed to protect the depressed classes in 1919. He was supervised by the Department of Labour. 89

Accordingly Labour officers and their executive subordinates began taking interest in the working of the schools of the backward and other special classes. 90 They periodically inspected the schools in their ranges and submitted reports on their condition and working. The inspecting staff of the Education Department also inspected the schools under the Labour Department. 91

89. Malas, Madigas, Paraihons and Holeyas were the untouchables in Kurnool, Bellary, Anantapur, Cuddapah and Chittoor districts. Board of Revenue Proceedings No.60, 18 March 1918, P.5. See also Boag, Op.cit, p.180.

90. Chechus, Sugalis, Lambadis and Yanadis were the important backward castes in Rayalaseema. Board of Revenue Proceedings No.60, dated 18 March 1918, p.2.

91. During 1926-27 in the Madras Presidency there were 17 District Labour officers with executive subordinates under them. 994 special schools were started for the education of the depressed classes, Growth of Education in Madras Presidency, 1920, p.37.
The educational activities of the Labour Department for the benefit of the depressed classes consisted of the following measures:

1. Taking steps through the Education Department to get the depressed class pupils admitted into the existing local board or aided schools, and, where it was not practicable, opening separate elementary schools in consultation with the District Educational Officers.

2. Maintaining hostels for them by paying boarding grants,

3. Sanctioning of scholarships and stipends and

4. Granting subsidies to philanthropic bodies working for the educational upliftment of the depressed classes for starting schools.

A general rule was also laid down that the officers of the Education Department should be consulted before a school was brought under the control of the labour department. Endeavours were to be made to carry out the instructions regarding the admission of children of Panchamas into schools under the public management. Separate schools were of course to be opened in places where Taluk Board schools or other schools existed and caste prejudices manifested among the teachers or the public.

According to the policy of Government pupils should not be refused admission to a Government educational

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institution merely on the ground of caste. The Government also issued successive orders requiring free admission of boys of the depressed classes into the public schools. The Local Boards were asked to enforce these orders. The Government also gave permission to the local bodies to open separate schools for Panchamas. Government was considering the objections put forth by the other castes of Hindus. It was suggested that the Government should try to instil a feeling among the caste Hindus that the Panchamas were their own brothers.

Of all the Taluk Boards, Penukonda Taluk Board made memorable work to remove the untouchability in educational institutions. T.Sivasankaran Pillai, President of Penukonda Taluk Board, even rewarded those teachers who managed to admit Panchama children into regular schools, overcoming local prejudices. During his visit to this place in 1921 C.Rajagopala Chari presented watches to the teachers of Taluk Board for the services rendered by them to the cause of Panchamas.


95. Swadesamitran, Madras, 18 Feb.1922.

Efforts were made by the government to start several vocational courses such as weaving and carpentry for the benefit of the depressed classes in select elementary schools in the Madras Presidency during 1922-23. The Board Elementary school at Atmakur was considered to be the first institution in Kurnool district to start such courses. The example of Atmakur was followed by other districts between 1922 and 1927. Attempts were also made by several individuals to abolish the distinction between the depressed and upper classes. One such example was R. Narayana Reddy, honorary secretary of the Ahimsa Pracharak Sangh. He started a school in 1925 for the benefit of Malas and Madigas at Parigi in Anantapur district. Students were also given slates and clothes free of cost. But this school existed only for a short period.

98. In Anantapur district there were 4 schools exclusively for panchamas:
   1. Panchama Day School, Garimakulapalle, Dharmavaram Taluk.
   2. Panchama Night School, Mustik, Dharmavaram Taluk.
   3. Elementary Panchama school, Kondakamarla, Dharmavaram Taluk.

Anantapur District Gazette, Nov.1922, pp.254-55.

By 1927 in Bellary district there were 47 schools with 1043 boys and 226 girls. R.P.I., Quinquennial, 1921-22 to 1926-27, pp.126-129.

In order to encourage the parents of this class to send their children to school, a scheme for the grant of scholarships by the Labour Department was sanctioned in 1923-24. During 1925-26 permission was granted for the opening of sessional schools for backward and depressed classes and these schools were placed under the control of the President of the District Boards. Necessary provision for funds was given to the Education department. As a result several schools came into existence in Rayalaseema for the benefit of Panchamas.

During 1927-28 steps were taken for the admission of children of the depressed classes into the general public schools. In most of the villages where there were 30 to 40 Adi-Andhra children of school-going age, the Labour department opened a school for them. But the efforts of the Labour department created a wrong impression among the

100. Even though the opening of sessional schools was sanctioned in 1923-24 to all the districts of Madras Presidency, Bellary and Anantapur started these schools only in 1926 due to the fact that the orders of the Government were communicated only in 1926. R.P.I., Quinquennial, 1921-22 to 1926-27, p.129.

101. Of all the districts of Madras Presidency, Bellary had the least number of depressed class pupils in the schools not specially intended for them. This was due to the existence of separate schools for the Adi-Andhras to a large extent. G.O.No.153, Law [Education] department, 25, January, 1929, pp.1-2.
other caste Hindus. The upper caste people felt that the Government was doing everything only to look after the interests of Adi-Andhras. Therefore, the depressed classes submitted petitions to collectors and tahsildars requesting them to establish separate schools for them. 102

In spite of the efforts of the government, Labour Department, Christian Missionaries and philanthropic bodies to abolish the distinction between panchamas and other classes, a good number of schools in Kurnool, Anantapur and Cuddapah districts were located in places inaccessible to

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102. In 1935 the teachers and pupils of American Baptist Telugu Mission, Cumbum, Anantapur district submitted a memorandum to Kumaraswamy Reddiyar, then Education Minister, regarding their difficulties. They pointed out that on account of their age-long low social status and because of their dependence upon their caste employees, they hesitated to send their children to schools to sit along with the children of other upper castes. Secondly they pointed out that the caste people gave their consent to admit Adi-Andhra students under pressure of considerations for recognition and grant of the schools and in fact they did n't really encourage their attendance. Under these circumstances the teachers and pupils of the American Baptist Mission, Cumbum represented for the continuance of separate schools. They also pointed out that economic inequality resulted in irregular attendance of lower castes and almost impossible for promotion. Hence, they pleaded for separate schools. G.O.No.2333, Law, Education department, 25 Nov.1935, pp.1-5.
the depressed classes in 1929.\textsuperscript{103} It was mainly due to the
dearth of suitable buildings at the places selected for the
purpose. It was reported that all the schools in Bellary
were opened to children of all classes. The government
also advised the local bodies to recruit teachers, as far
as possible, from Adi-Dravida caste as they felt, that it
would greatly improve the admission of pupils of these
classes into the schools.\textsuperscript{104}

The role of Christian Missionaries in the
abolishment of caste distinction is commendable. They
extended all kinds of help for their education and
successfully taught them the importance of health and

\begin{tabular}{|c|c|c|c|}
\hline
Year & Number of schools in inaccessible localities & Number of schools in agraharas, chavadies, Temples etc. removed to accessible places & Number of schools in rented buildings removed to accessible places \\
\hline
1925-26 & 2351 & 219 & 161 \\
1926-27 & 2397 & 158 & 153 \\
1927-28 & 2132 & 111 & 128 \\
\hline
\end{tabular}

\textsuperscript{103} Number of schools located inaccessible localities in the Madras Presidency between 1925 and 1928.

\textsuperscript{104} G.O.No.1064, Law, Education Department, 25 Jan. 1929, pp.2-3.
hygiene. Sometimes the Panchamas were even provided soaps and medicines free of cost by the Missionaries.105

In 1932 the Chittoor District Board passed a resolution to exempt Harijan students in all the schools under its control from paying school fees, games fees, laboratory fees and library fees. In some cases Harijan students were provided with clothes, books and money also.106

In 1934 Mahatma Gandhi visited Anantapur district. On this occasion a fund of Rs. 2,000 was

105. As early as 1922 Prabhudhandhra from Rayavaram pointed out that the Christian Missionaries worked for the spread of their religion and they may preach it to the Christians of the country, but not to other castes and it requested the Government not to give grants to institutions run by them. Prabhudhandhra, Rayavaram, March 1922.

106. The Labour department Sanctioned 952 scholarships during 1929 in the Madras Presidency. Out of them 87 scholarships were given to Rayalaseema.

<table>
<thead>
<tr>
<th>District</th>
<th>for Boys</th>
<th>for Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chittoor</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Kurnool</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Bellary</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Anantapur</td>
<td>27</td>
<td>-</td>
</tr>
</tbody>
</table>

collected and a school for Harijans known as 'Kesava Niketan' was started with this money. The land for the school was donoted by some individuals. The Harijan Sevak Sangh of Anantapur provided slates, books to Harijan pupils studying in various classes. The school was inaugurated by Dr. Rajendra Prasad on 25 November 1935 with 6 Harijan boys. The pupils of this school were given instruction in handicrafts, gardening, cattle breeding etc. in addition to general education. From 1936 onwards Hindi was also taught to the students.107

At Uravakonda in Anantapur district a night school was also started for Harijan boys during 1935. This was mainly intended for those Harijan boys who used to work in fields during day time. The members of the Harijan sevak Sangh undertook to teach the students the importance of hygiene and sometimes, they even gave head bath to the students once in a week.108

Financial Assistance to the Harijans: Scholarships were granted to the Harijan pupils studying in the elementary, collegiate, special, commercial, professional and industrial institutions. They were exempted from the

107. R.P.I., Quinquennial, 1931-32 to 1936-37, p.41.
<table>
<thead>
<tr>
<th>District</th>
<th>1936-37</th>
<th>1937-38</th>
<th>1938-39</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scholarships</td>
<td>Amount</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Anantapur</td>
<td>34</td>
<td>784.00</td>
<td>48</td>
</tr>
<tr>
<td>Bellary</td>
<td>22</td>
<td>486.00</td>
<td>33</td>
</tr>
<tr>
<td>Chittoor</td>
<td>25</td>
<td>320.00</td>
<td>14</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>37</td>
<td>418.00</td>
<td>48</td>
</tr>
<tr>
<td>Kurnool</td>
<td>74</td>
<td>1476.00</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>3484.00</td>
<td>236</td>
</tr>
<tr>
<td>Madras Presidency</td>
<td>2574</td>
<td>56647.00</td>
<td>3159</td>
</tr>
</tbody>
</table>

payment of fees in public elementary schools. Fee concessions were also granted by some local bodies. They had also supplied books and slates free of cost. The government even made boarding grants, maintained hostels, and sanctioned non-residential scholarships to the depressed classes. Subsidised hostels were run by private bodies for these classes. 109

As explained in the Table .17, among all the districts of Rayalaseema, Kurnool received the largest number of scholarships during 1936-37. The next place was taken by Cuddapah and an amount of Rs.418/- was sanctioned for that purpose. Anantapur and Chittoor occupied third and fourth places regarding the number of scholarships granted. Though Bellary was in the last place considerable amount was sanctioned for the purpose of scholarships. During the year 1937-38 there was an increase both in the number of scholarships and the amount involved for scholarships in Rayalaseema. During 1936-37 Kurnool district got the lion's share both in the number of scholarships and the amount involved for the purpose. Anantapur and Cuddapah were sanctioned equal number of scholarships but there was variation in the amount involved for the purpose. Among

all the districts of Rayalaseema, Chittoor showed a decline from 25 scholarships during 1936-37 to 14 during 1937-38 with corresponding decline in the amount sanctioned. 110

After 1935, especially under Provincial Autonomy, the Government tried to ameliorate the condition of the depressed classes. The Congress Ministries, during 1937-39 also endeavoured to relieve the grievances of the depressed classes. Even though the Labour department came into existence in 1919, its staff were recruited on temporary basis. Hence all these school teachers under this department were appointed temporarily, their continuance being sanctioned from year to year. No appointment was made for any specific period. 111 As a result of this, the staff of the Labour department didn't evince much interest in their work.

Harijan Welfare Branch, 1937: The Labour department with a Harijan Welfare Branch came into existence in the Madras Presidency in 1937. 112 The Commissioner of the Department who realised the importance of educating Harijans, opened


112. Harijan Welfare Branch of the Labour department was designated as Harijan Welfare department from 1949.
special schools at several places. The other activities of the Department were as under:

1. opening and maintenance of schools,

2. sanctioning of scholarships, boarding grants and grants for the purchase of books,

3. maintenance of free hostels at important centres, and

4. grant of financial assistance to private associations for the maintenance of boarding homes and schools for the benefit of the eligible communities. 113

In spite of all these efforts of the Government as well as the private organisations, the change was not considerable in the condition of the Harijans and other backward castes. In Chittoor district, the Board school at Manur (Tiruttani taluk) which was working with two teachers was closed owing to the admission of scheduled caste pupils into it. The services of one of the two teachers of Manur school was utilised in opening a new Board school at Sriharipuram (Tiruttani taluk) where there was no objection from caste Hindus to admit Harijan pupils into the school. A rent free house was also given for opening the school. 114

In Cuddapah district, the boys' school at Pottipadu, Kappalakonda and Yerraguntla were held in


Table-18

Statement showing the number of scholarships awarded by the Labour Department, 1943-49.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anantapur</td>
<td>94</td>
<td>22</td>
<td>95</td>
<td>24</td>
<td>72</td>
<td>19</td>
<td>160</td>
<td>28</td>
</tr>
<tr>
<td>Bellary</td>
<td>96</td>
<td>10</td>
<td>64</td>
<td>4</td>
<td>54</td>
<td>2</td>
<td>139</td>
<td>3</td>
</tr>
<tr>
<td>Chittoor</td>
<td>200</td>
<td>10</td>
<td>148</td>
<td>11</td>
<td>145</td>
<td>11</td>
<td>228</td>
<td>10</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>119</td>
<td>21</td>
<td>90</td>
<td>30</td>
<td>98</td>
<td>44</td>
<td>76</td>
<td>27</td>
</tr>
<tr>
<td>Kurnool</td>
<td>94</td>
<td>19</td>
<td>85</td>
<td>36</td>
<td>64</td>
<td>37</td>
<td>77</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>503</td>
<td>82</td>
<td>482</td>
<td>105</td>
<td>434</td>
<td>113</td>
<td>480</td>
<td>102</td>
</tr>
</tbody>
</table>

Madras Presidency

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6033</td>
<td>1000</td>
<td>5563</td>
<td>1017</td>
<td>5127</td>
<td>968</td>
<td>n.a</td>
<td>n.a</td>
</tr>
</tbody>
</table>

inaccessible localities. Though the school at Pottipadu was closed temporarily the remaining two schools were later on removed to accessible buildings and all classes of pupils admitted into them. Similar cases occurred in the remaining districts of Rayalaseema and in majority cases school buildings were shifted to buildings accessible to all pupils.115

Steps were also taken to ensure that schools under public management were accessible to all pupils and in some cases aid was withdrawn to the schools which did not admit scheduled caste pupils. A good number of schools were started in all the districts of Madras Presidency. But the number of students attending these institutions fluctuated from time to time.116 Free mid-day meals to the students was also introduced in schools under the Labour Department.117

Scholarships: As explained in the Table. 18, concessions were given not only to the scheduled class pupils but also


to the converts to Christianity as majority of them were from the scheduled castes. Of all the districts of Rayalaseema, Chittoor district received large number of scholarships between 1943 and 1949 while Cuddapah was in the second place. Due to the second world war and the famine there was a decline in the number of scholarships in the Madras Presidency between 1944 and 1946. The same was the case in almost all the districts of Rayalaseema. Anantapur, Bellary and Kurnool got more or less the same number of scholarships till 1946. However, the year 1949 witnessed a rapid increase in the number of scholarships. After the attainment of Independence, the Government of Madras focussed its attention on the development of depressed classes. 118

Other Grants: Besides the scholarships awarded by the Labour department, individual boarding grants were also granted by the Commissioner of Labour. These grants which were limited in number granted not only to Hindus but also to the Christians. Between 1941 and 1946 the amount sanctioned for this purpose was Rs.9,078/- in Chittoor district, Rs. 8,650/- in Anantapur district, Rs. 6,000/- each to Bellary and Cuddapah districts. Besides these grants

and scholarships sanctioned by the Labour department, non-
recurring grants were also sanctioned towards fees, books, 
clothes etc. For this purpose the districts of Madras, 
Vizag, Nilgiris, Ramnad, Madhura, Tinnevelly, Kurnool, 
Chittoor, Cuddapah and Coimbatore were formed into one unit 
and during 1945-46, an amount of Rs. 5,200/- was spent on 
Hindus and Rs. 1,300/- on Christians of this unit. Special 
scholarships were not awarded to Harijan pupils either by 
the Director of Public Instruction or by the District 
Educational Officer during this period. 119

Provincial Harijan Welfare Committee, 1947: A Provincial 
Harijan Welfare Committee was constituted in 1947 with the 
Minister for Rural Development Committee as its chairman. 
The Committee was entrusted with:

1. the framing of a 5 year plan for Harijan Welfare 
for the upliftment of Harijans and drawing up of 
necessary schemes,

2. the task of giving suggestions for the improvement 
of Harijan Welfare work undertaken by the Labour 
department,

3. enquiring into and reporting on the progress 
of the enforcement of the Legislative measures and 

4. examining the possibility of extending the works of 
the Labour department. 120

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119. Ibid., p.514.

Thus, this Committee functioned as a standing Committee to advise the Government on all matters connected with Harijans. By the end of 1947 all the districts of Madras Presidency except Nilgiris and Madras city had a special Labour department.

The Government was sympathetic and liberal in sanctioning grants for the setting up of hostels. In many cases individuals started hostels for the benefit of scheduled castes. By 1948 the distinction between a boys' hostel and a girls' hostel in the matter of grants was abolished.¹²¹

District Harijan Welfare Committees, 1947: With a view to assist the Labour department, District Harijan Welfare Committees were constituted in every district after 1947. These Committees were given charge of the Welfare schools with free boarding houses. Besides, the Government also maintained subsidized hostels which were under the private management. The prominent private bodies which took keen interest in the Welfare of the Harijans in Rayalaseema were Harijan Sevak Sangh, Servants of India Society etc. A variety of schemes were introduced for the amelioration of the depressed classes after 1947. From 1949, Government

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sanctioned full fee concessions to all Harijan pupils in elementary schools for a period of 10 years. In addition, the education department awarded scholarships of the value of Rs.2 in standard VI, Rs. 2.5 in standard VII, and Rs.3 in standard VIII tenable for 10 months in a year. 122

Harijan Welfare Sub-Committee, 1947: In 1947 a Harijan Welfare Sub-Committee was appointed to review the condition of the Harijans. The Committee in its report, pointed out certain negative effects of the measures taken for the amelioration of the conditions of the Harijans. Though an increase could be found, in the number of students attending the schools, there was not corresponding improvement in literacy standards. Moreover, the growth in the number was due to mid-day meals. In fact the scheme of mid-day meals did not achieve the desired results. The

122. The Harijan Welfare Department awarded scholarships as indicated below:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Where no fees was paid (Rs.)</th>
<th>Additional amount where fee was levied (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutions in Towns (Rs.)</td>
<td>Institutions in Panchayat area (Rs.)</td>
</tr>
<tr>
<td>IV</td>
<td>6.00</td>
<td>4.80</td>
</tr>
<tr>
<td>V</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>VI</td>
<td>9.00</td>
<td>9.00</td>
</tr>
<tr>
<td>VII</td>
<td>12.00</td>
<td>10.80</td>
</tr>
<tr>
<td>VIII</td>
<td>12.00</td>
<td>12.00</td>
</tr>
</tbody>
</table>

Contractors supplying meals expressed their unwillingness either to take up or to renew their contracts at the rate of 1 anna and 9 paise per meal fixed by the Government. Therefore measures had to be taken to increase the rate. 123

Though the schools run by the Labour department were primarily intended for the Harijans, the Government ordered that there should be no restriction on the admission of other communities into them. Hence, nearly 10% of the total strength of the schools constituted of other castes. This, in its own way, helped to solve the problems of untouchability to a certain extent.

In 1948 a Committee which was headed by L. N. Gopalaswamy was appointed to go into the details of the schools for the depressed classes. In its report it recommended the abolition of separate schools and the removal of all the restrictions regarding the admission of children of other communities. All these recommendations were considered by the Government after the framing of the Constitution. 124


Table 19

Statement showing the number of elementary schools mainly intended for Harijans according to the managing agencies in 1950.

<table>
<thead>
<tr>
<th>District</th>
<th>Government</th>
<th>District Board</th>
<th>Municipal</th>
<th>Private</th>
<th>Total</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>113</td>
<td>115</td>
<td>5299</td>
<td>3367</td>
<td>8616</td>
</tr>
<tr>
<td>Bellary</td>
<td>25</td>
<td>15</td>
<td>5</td>
<td>33</td>
<td>78</td>
<td>3027</td>
<td>1656</td>
<td>4683</td>
</tr>
<tr>
<td>Anantapur</td>
<td>50</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>67</td>
<td>2928</td>
<td>1332</td>
<td>4260</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>12</td>
<td>22</td>
<td>2</td>
<td>20</td>
<td>56</td>
<td>3065</td>
<td>1222</td>
<td>4287</td>
</tr>
<tr>
<td>Crittoor</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>28</td>
<td>37</td>
<td>1390</td>
<td>696</td>
<td>2086</td>
</tr>
<tr>
<td>Madras</td>
<td>1242</td>
<td>341</td>
<td>103</td>
<td>2399</td>
<td>4085</td>
<td>193698</td>
<td>120548</td>
<td>320246</td>
</tr>
</tbody>
</table>

As explained in Table 19 in spite of the efforts of the Government, Local bodies, private individuals or institutions in the promotion of literacy, the general literacy as per the figures of 1948, was only 1.5 and among women it was 0.1 percent. 125

Educational progress among the Aboriginal, the Hill tribes and the Criminal Tribes: The Yanadis, Chenchus, Sugalis, Lambadies and Korajas were the important groups which constitute the aboriginal and hill tribes in Rayalaseema. The Chenchus to a large extent, were confined to Kurnool district. Voddaras and Yerukulas, mostly inhabiting Kurnool district were the important criminal tribes of Rayalaseema. The survey report of 1918 reveals that it was the Government, the local boards and the Christian Missionaries which had played an important role in the spread of education among these tribes. 126

Work done by Special Officers: In 1923 a special officer for Chenchus of Kurnool district was appointed and he was instructed by the Government to start schools in Kurnool district with an average of 30 pupils in each school.

Accordingly 16 schools were established in the district in 1923. The number gradually rose to 19 having 422 pupils on rolls during 1927. During this period, 4 schools with the strength of 73 pupils were established in Cuddapah district—3 for Sugalis and 1 for Voddaras. Bellary had 3 schools for Lambadas and Korajas with a strength of 99 pupils. Most of these schools in Rayalaseema were held in thatched sheds.

Between 1927 and 1933 there was substantial increase in the number of schools. In 1933 there were 20 schools with 500 [356 boys + 144 girls] pupils in Kurnool district. To encourage the people to opt for the compulsory education, Government even introduced mid-day meals from 1927. The cost of this scheme during 1932-33 was Rs. 13,804 in Kurnool district. By 1932-33 Kurnool district had 20 elementary schools for Chenchus with 356 boys and 144 girls. Anantapur district had 3 schools for Sugalis with 721 pupils. But there was no steady progress in the education of the aboriginal and the hill tribes between 1933 and 1937. However the education of the aboriginal and

130. Ibid., pp. 26-30.
Table-20

Statement showing the distribution of the aboriginal, hill and criminal tribes in elementary schools according to the management, 1947.

<table>
<thead>
<tr>
<th>District</th>
<th>Aboriginal and Hill Tribes</th>
<th>Criminal Tribes</th>
<th>Schools under</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Kurnool</td>
<td>756</td>
<td>43</td>
<td>799</td>
</tr>
<tr>
<td>Bellary</td>
<td>468</td>
<td>-</td>
<td>468</td>
</tr>
<tr>
<td>Anantapur</td>
<td>273</td>
<td>-</td>
<td>273</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>66</td>
<td>-</td>
<td>66</td>
</tr>
<tr>
<td>Chittoor</td>
<td>119</td>
<td>3</td>
<td>121</td>
</tr>
</tbody>
</table>

Source: R.P.I., Quinquennial, 1941-42 to 1946-47, p. 205, 250, 251 and 275.
the hill tribes after 1937 was given considerable attention by the Congress Ministry. As a result the number of schools for the Chenchus in Kurnool district during 1939, rose to 23 with 595 pupils.

But these schools, as revealed by the Reports of the Director of Public Instruction prepared during 1937 and 1944, were mostly held in thatched sheds. Pupils in these schools were trained in handicrafts such as leaf-plate stitching, rope making, bamboo work, basket and mat making in which children showed keen interest. As usual the children in these schools were provided with mid-day meals, clothes, books and slates. Periodical medical check-up was also conducted regularly.

As explained in the Table 20, of all the districts of Rayalaseema, Kurnool district had the largest number of schools primarily intended for the tribes. It also reveals that a large number of boys and girls were under instruction in Kurnool only. Bellary was in the second place while Anantapur and Chittoor were in the third and fourth places. By the end of 1950 the schools for the Chenchus were under the direct supervision of the Forest Range Officers of the respective ranges. The pupils in these schools were given books and other stationery free of cost. Besides elementary schools for the Chenchus, there were two boarding schools
i.e., one at Bairluty of Nandyala division and another at Dornal of Giddalur division. In Bairluty Chenchu school education was imparted upto standard III and in the school at Dornal basic type of education was imparted upto standard V. The increasing association of tribal children with educational institutions indicate the changing attitude in the lives of the people and their attitude towards education.

As explained in the Table, 20 of all the districts of Rayalaseema, Kurnool district had the largest number of boys and girls under instruction. During 1943-44, 23 schools were working exclusively for the benefit of the Chenchu children in Kurnool district and the schools were located in and around Nallamalai hills. During 1946-47 Bellary was in the second place and it was followed by Anantapur, Chittoor and Cuddapah districts. Cuddapah which was noted for crime, very few pupils of criminal tribes were brought under instruction.

By the end of 1949 schools in Kurnool district had a very poor attendance of less than 20 pupils per school, as the gudem of the Chenchus were not thickly
populated centres. Therefore, the departmental tests of efficiency were relaxed in the case of these schools. In Anantapur district there were schools for chenchus at Sathepalle, Pedapalle, Narasapalle and Venkatampalle with 175 pupils. The free supply of meals to the pupils tended to increase their attendance in the schools and also contributed to their better health. In Chittoor district there were 2 schools especially intended for sugalis. Besides the pupils of this caste, other pupils also attended the aided and panchayat schools. The Sugali school at Punganur had 22 boys and 24 girls on rolls. In addition to the regular education pupils in Chittoor district were also taught music and handicrafts.

SECTION-V

Inspection of schools: As a result of the reorganization of the inspecting agency in 1922 a District Educational Officer, a Deputy Inspector of schools were appointed for the expansion and supervision of elementary education in every district. As there was a lot of increase in the

131. The schools were located in and around Chenchugudems in the reserve forest. There were constant fluctuations in the number of schools existed where Chenchugudems existed. But these gudems were always movable from one place to another according to the availability of work. R.P.I., 1948-49, p. 7.

132. Ibid., pp. 7-9.

133. R.P.I., Quinquennial, 1921-22 to 1926-27, pp. 78-79.
number of elementary schools the Government decided to strengthen further the subordinate inspecting agency in 1926 and for this purpose a new grade of Junior Deputy Inspectors was created with a strength of 71 officers.\textsuperscript{134}

When the Government decided to follow the policy of retrenchment between 1932 and 1936 the districts of Anantapur and Cuddapah were amalgamated into a single educational unit, abolishing the post of one District Educational Officer.\textsuperscript{135} But the posts of Personal Assistants were sanctioned in the office of District Educational Officer from 1943 for recruiting personal for the various general and technical branches of administration. As there was increase of work in District Educational Officers in respect of post-war education schemes, the posts were again sanctioned for the old districts in April 1946 and for the newly formed districts in March 1947.\textsuperscript{136}

An inspecting and directing agency for physical education was also formed with the appointment of four Regional Physical Directors in 1942-43.\textsuperscript{137} An advisor to

\textsuperscript{134} Ibid., Pp. 79-80.

\textsuperscript{135} R.P.I., Quinquennial, 1931-32 to 1936-37, p.5.

\textsuperscript{136} Ibid., p.5.

\textsuperscript{137} R.P.I., Quinquennial., 1941-42 to 1945-46, p.4.
the Government on physical education was appointed in 1947. An assistant to the women specialist in physical education was sanctioned in 1942-43.¹³⁸

But there was no separate inspecting agency for the schools established exclusively for Muhammadans. In 1928 this was raised in the Madras Legislative Assembly by Abdul Hye Saheb Bahadur. He demanded the appointment of a separate Deputy Inspectress for Muslim girls' schools in Rayalaseema. He also pointed out that a handful of elementary schools were inspected by non-Muhammadan male officers ignorant of Urdu language. The Minister for education, A.P. Patro considered impossible to appoint a separate inspecting staff for Muslim schools as the number of such schools were comparatively few in the Madras Presidency and so it was uneconomical too. Moreover, qualified Muhammadan women were not available to fill such posts.¹³⁹ On the whole there was a team of efficient inspectors who worked devotedly for the cause of education in the Madras Presidency.

¹³⁸ Ibid., pp.4-5.
Grant-in-aid to schools: The Elementary Education Act of 1920 had empowered the local bodies to levy education cess, which varied from district to district. The government grants were also made under various heads such as capital grants, grants for special schools and grants for elementary schools. The capital grants were made for purchasing, erecting or enlarging school houses or buildings or hostels, for acquiring land for schools, hostels or play grounds and for the purchase of furniture, apparatus, books and other materials required for schools. Such grants were given to institutions under public and private managements. In addition, the managements were also paid an amount equal to the loss of fee income on account of the award of fee concessions to girls, Muslims and students belonging to backward classes, Harijans and Girijans. Half of the expenditure incurred on approved scholarships and fee remissions up to a limit of 10 percent of the fee income was also paid by the Government. Grants to elementary schools were made on the basis of the qualifications of teachers, but the total amount of grant was linked to the distribution of pupils in the several standards and to the number of pupils in standards IV and V. A minimum figure of
attendance was also prescribed before a school could become eligible for grant. 140

The periods of Dyarchy and Provincial Autonomy were the best days for local bodies as education and local self-governments became transferred subjects under the control of the Indian Ministers. These bodies were given a larger measure of democracy and complete internal autonomy and freedom from external control. The powers over primary education were made statutory for the purpose of mass education and compulsion. Local bodies were permitted to levy taxes. 141 But when the central government suddenly stopped the financial assistance to education, the process was reversed as the provinces had to make contributions to the central Government. These contributions were discontinued only in 1927-28. 142

Upto March 1921, the grants were assessed by the officers of the department on the figures obtained at an annual inspection and were assigned at a Conference of District Inspecting Officers presided over by the Inspector who was the final arbiter. This conference was empowered to reduce the assessed grants by 25 per cent because of defects

or to increase it by 50 per cent for merit. The sanctioning power to increase or decrease, in excess of these figures was given to the Director of Public Instruction. According to the provisions of the Madras Elementary Education Act which came into operation on 1 April 1921, the functions of the departmental officers, were transferred to District Educational Councils.\footnote{143}

Government and the private management bodies encouraged the education of the backward classes and the aboriginal hill tribes by providing increased rates and by opening special schools.\footnote{144} With the creation of the Department of Labour special scholarships and fee concessions were provided along with the full-fee concession for attending certain public examinations. In some areas, mid-day meals, clothes, books and slates were provided free of cost. The Government also gave support to a number of hostels for scheduled caste students. For the benefit of Chenchu children in the kurnool district, schools were managed by the collector. They were also provided with mid-day meals, clothes, books and slates.\footnote{145}

\begin{itemize}
  \item \footnote{143} J.A. Richey, \textit{Bureau of Education in India, Occasional Reports}, No: 12, Calcutta, 1923, p.83.
  \item \footnote{144} R.P.I., 1921-22, p. 228.
\end{itemize}
The local governments also enjoyed considerable influence over education by maintaining educational institutions from provincial funds and by making grants to managers of institutions under private managements on condition of compliance with certain regulations, they allowed the local boards and municipal councils to make similar grants to meet the cost of maintenance of elementary schools.\textsuperscript{146}

In pursuance of the policy of providing every school-less centre having a population of 500 and above, with an elementary school, 409 elementary schools for boys, and employment of 484 additional teachers for the schools involving an additional expenditure of Rs.1 lakh was sanctioned from the provincial funds since 1924-25.\textsuperscript{147}

Teaching grants in elementary schools were given on the basis of the number of trained teachers and it varied according to the grade of instruction and the teachers qualifications. The procedure regarding teaching grants to aided institutions was revised during 1935-36\textsuperscript{148} and in June 1937 the Government announced that the primary schools with 5 standards would only be supported by subsidy or aid.

\textsuperscript{146} R.A.M.P.1921-22, p. 234.

\textsuperscript{147} R.A.M.P.1927-28, p.178.

Exception was made in the case of feeder schools with 2 or 3 standards which regularly sent the pupils to the higher standards of neighbouring complete schools. 149

In accordance with this policy several changes were made in the rules for the assessment of grants to elementary schools. The assessment of grant for a school depended on its efficiency from the point of view of attendance, the distribution of pupils in the different standards, the existence of all five standards comprising the primary course and the employment of trained teachers. A minimum attendance of 20 was prescribed as a condition of eligibility for grant. These rules came into effect during 1937-38. 150

Under the policy of rigid economy the Government of Madras imposed a cut of 3.5 per cent on educational grants to aided institutions in 1931-32. All these cuts were removed in 1933-34. 151. The average annual expenditure on


150. As a result of this new policy nearly 8,000 schools were opened standard V during 1937-38 and there was a large increase in enrolment in standard IV & V amounting approximately to 53,000 pupils. Nearly 3,000 single-teacher schools were reduced. Report on the Administration of the Madras Presidency, 1937-38, p.106.

151. R.P.I., Quinquennial, 1931-32 to 1936-37, p.2.
education in the Madras Presidency since 1930 was around six crores of rupees of which Rs. 2 crores were spent on elementary education alone.\textsuperscript{152} \textit{Andhra Patrika} repeatedly pointed out that most of the revenues were spent on military department and meagre amounts were spent on Education department.\textsuperscript{153} The Madras Post-War plan allotted a sum of Rs.29.5 crores of recurring expenditure to education alone.

Considering the educational backwardness of Rayalaseema, the Presidents of the District Boards of Rayalaseema in 1945 submitted a memorandum to the Governor outlining the difficulties in elementary and secondary education. Regarding the elementary education they stated that Rs. 1,000/- per school should be fixed as the maximum grant for the erection of temporary sheds. They had also requested the Government to fix minimum amount to meet all the necessary expenditure.\textsuperscript{154}

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\textsuperscript{152} \textit{Andhra Patrika}, 14 December 1925 and 25 Aug 1926.


SECTION-VII

Teacher-Manager schools: Besides the public elementary schools, there were some aided elementary schools in Rayalaseema as elsewhere in the Madras Presidency. These schools were held by teacher-managers and usually received grant-in-aid from the Government. These schools were divided into three categories:

a. managed by teachers,

b. managed by non-teachers, and in many cases they were not even qualified to become elementary school teachers and

c. managed by Christian Missionaries and other non-missionary institutions. 155

Most of the teacher-manager schools in the Madras Presidency were single-teacher schools, which were usually considered detrimental to the progress of sound education. As these schools were overcrowded one-teacher could not control the entire school. The Royal Commission on Agriculture, 1924 rightly observed:

With these educational authorities who held that no primary school can be efficient which has less than two teachers. Unless the school which has at present one teacher can be provided with an additional teacher or converted into a branch school consisted of one or two classes only with

Mr. Champion's Report of 1930 defined the single-teacher schools as schools where a number of classes were taught by a small number of teachers. G.O. No. 740. Education, 23 April, 1930, pp. 1-5.
the object of providing teaching for young children, until they are old enough to walk to the central school. It is better closed for it is both ineffective and extravagant.\textsuperscript{156}

In spite of the difficulties, as J.A. Richey, the then Education Commissioner of the Government of India, observed single-teacher schools had become indispensable as there were many good single-teacher schools.\textsuperscript{157}

There were a large number of teacher-manager schools during the year 1931.\textsuperscript{158} In Rayalaseema there were 3,534 such schools. These were generally incomplete schools and sometimes consisted of one or two classes. Only 1,051 trained teachers were working in 3,534 schools during 1931. With a view to eliminate these inefficient and incomplete schools, Elementary Education sub-Committee recommended the withdrawal of aid or recognition. During the year 1931, the

\textsuperscript{156} Report of the Royal Commission on Agriculture, p. 525.

\textsuperscript{157}Auxilliary (Hartog) Committee Report Quoted in the Asiatic Review, Jan. 1929, p. 89.

\textsuperscript{158}In the Madras Presidency it was estimated that at least 20,000 out of 28,695 single-teacher schools had four classes or more. The Report on the Development of Elementary Education in the Madras Presidency, 1927, also revealed the fact that there were single-teacher schools with five classes and as many as 70 pupils in each class. Auxilliary (Hartog) committee Report, p. 60. See also Interim Report of the Indian Statutory Committee, September, 1929, p. 60.
Statement showing the schools for boys managed by teacher-managers, 1937-1947.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kurnool</strong></td>
<td>301</td>
<td>158</td>
<td>302</td>
<td>326</td>
<td>114</td>
<td>52</td>
<td>94</td>
<td>80</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td><strong>Bellar</strong></td>
<td>503</td>
<td>183</td>
<td>346</td>
<td>303</td>
<td>57</td>
<td>37</td>
<td>203</td>
<td>44</td>
<td>5</td>
<td>51</td>
</tr>
<tr>
<td><strong>Anantapur</strong></td>
<td>422</td>
<td>91</td>
<td>307</td>
<td>136</td>
<td>69</td>
<td>15</td>
<td>188</td>
<td>26</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td><strong>Cuddapah</strong></td>
<td>554</td>
<td>237</td>
<td>356</td>
<td>523</td>
<td>183</td>
<td>85</td>
<td>131</td>
<td>67</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td><strong>Chittoor</strong></td>
<td>370</td>
<td>151</td>
<td>276</td>
<td>358</td>
<td>135</td>
<td>47</td>
<td>179</td>
<td>33</td>
<td>18</td>
<td>92</td>
</tr>
</tbody>
</table>

Sources: R.P.I., Quincennial, 1932-1937, p.46.
R.P.I., Quincennial, 1942-1947, p.35.
grant for nearly 1,000 schools was reduced due to their inefficiency of work. Apart from it, teacher-manager schools found it extremely difficult to obtain good teachers as those employed in Board and Mission schools.\textsuperscript{159}

The idea behind the scheme was to have five-standard schools with a teacher for each standard. Some of the schools which fulfilled this condition received extra grant on account of their efficient working. During 1931, 1055 schools received extra grant.

**Teacher-Manager Schools, 1931-1937**: Between 1931 and 1937 there was a decline in the number of schools managed by the teacher-managers due to the measures taken by the Government to eliminate inefficient and incomplete schools and withdrawal of aid to such schools. As explained in Table 21, during 1937, 2,150 elementary schools were under teacher-managers in Rayalaseema. Cuddapah had the largest number of such schools i.e., 554 schools. Bellary had 503 schools. Anantapur, Chittoor and Kurnool districts had 442, 370 and 301 schools respectively. All the districts witnessed a great decline in the number of schools and 1,384 schools were closed between 1931 and 1937.

\textsuperscript{159} G.O.No. 257, Law, Education 16 Feb. 1923, p.37.
The teachers in these schools were trained for the profession but in some cases, due to the non-availability of trained teachers, untrained teachers were also appointed. During 1931, 1,051 trained teachers were working in 2,150 schools. Of all the districts, Kurnool district had 302 trained teachers in 301 schools. Bellary and Kurnool districts were still struggling hard with untrained teachers and inadequate staff. In Anantapur district 307 trained teachers were working in aided elementary schools. In Chittoor district nearly 100 schools were not provided with trained teachers.

Among these, aided elementary schools managed by teacher managers, some of them received extra grant on account of efficiency of work. In Cuddapah district 183 schools out of 554 schools received extra grant in 1937 while in 1931, 271 schools out of 979 schools received extra grant. The next place was occupied by Chittoor district with 135 schools out of 370 schools in 1937 whereas during 1931 only 305 schools received extra grant out of 671 schools. Kurnool stood in the third place during 1937 when 114 schools received extra grant whereas during 1931 it was in the fifth place with 83 schools. Anantapur more or less, maintained the same place during 1931 and 1937. But Bellary which occupied the first place during 1931 with 217 schools
received extra grant, declined to the fifth place by 1937 with 57 schools only.

There were also several schools receiving reduced grants on account of inefficiency of work. On the whole 735 schools in Rayalaseema received reduced grant in 1937 due to inefficiency of work. Of all the districts of Rayalaseema, Bellary district had the largest number of schools receiving reduced grants due to inefficiency of work, i.e., 203 schools out of 503, while Kurnool had the least number of such schools. Anantapur had 188 such schools while Cuddapah had 131 schools. In Chittoor also 119 schools received reduced grants.

**Teacher - Manager Schools, 1937-47:** As explained in the Table.21, there were 820 aided schools under teacher-managers in Rayalaseema during 1946-47 and each school was provided with two or more trained teachers. A total of 1,646 trained teachers were working in Rayalaseema whereas in the entire Madras Presidency 15,734 trained teachers were working in 6,126 aided schools for girls. Since a large number of schools in Rayalaseema were located in Cuddapah district, a greater number of trained teachers were working in Cuddapah district. Bellary stood second in the number of schools but it had only 108 trained teachers, Kurnool district had 326 trained teachers working in 158 schools.
Table-22

Statement showing the schools for girls managed by teacher-managers, 1937-1947.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>20</td>
<td>8</td>
<td>22</td>
<td>25</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Bellary</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Anantapur</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>12</td>
<td>4</td>
<td>16</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Chittoor</td>
<td>5</td>
<td>n.a</td>
<td>5</td>
<td>n.a</td>
<td>3</td>
<td>n.a</td>
<td>-</td>
<td>n.a</td>
</tr>
</tbody>
</table>

Anantapur ranked last place both in the number of schools and in the number of trained teachers working in these schools.

During 1946-47, 2,238 schools received extra grant on account of efficiency of work in the Madras Presidency whereas in Rayalaseema 236 schools received extra grant. Of all the districts of Rayalaseema, 85 schools in Cuddapah district received extra grant. In spite of the efforts of the government to provide one elementary school to each village, there were large number of villages without elementary schools.

There were several teacher-manager schools for girls in Rayalaseema as elsewhere in the Madras Presidency. As shown in Table.22, Kurnool and Cuddapah had the largest number of aided elementary schools for girls under teacher-managers during 1931. For the whole of Rayalaseema there were 48 schools during 1931. But these schools had only 13 trained teachers and the remaining were untrained. Very few schools i.e., 16 out of 48 schools received extra grant on account of efficiency of work while 4 others were considered inefficient and hence received reduced grant. There were also a large number of villages with a population of 1,000 which were not provided with elementary schools for girls, while Kurnool, Anantapur and Cuddapah had more
villages without schools. Chittoor and Bellary had more or less sufficient number of schools to cater to the needs of the population.

There was a slight decline in the number of schools managed by teacher-managers from 1931 to 1937 i.e. from 48 to 43. With the growth of facilities for training teachers, large number of trained teachers were appointed in the elementary schools—46 trained teachers were appointed in these schools during 1937 while 16 teachers were working in 1931. The appointment of trained teachers no doubt resulted in the growth of efficiency of schools and 22 schools received extra grant on account of efficiency of work during 1937. In spite of these efforts still there were large number of villages not provided with schools.\(^{160}\)

In course of time the teacher-manager schools began to decline and by 1947 there were only 15 such schools in Rayalaseema and Chittoor district had no such schools. Kurnool district had 8 schools. There were 25 trained teachers in these schools. Of them 3 schools received extra grant on account of efficiency of work. Anantapur district had only one school with two trained teachers but its grant

\(^{160}\) R.P.I., Quinquennial, 1931-32 to 1936-37, pp. 57-61.
was reduced on account of inefficiency of work. Cuddapah district had 4 schools and 7 trained teachers and only one school received extra grant on account of efficiency of work while 3 others received reduced grant. 161

Schools managed by non-teachers: Regarding the schools managed by non-teachers there was a general complaint that the teachers were not receiving aid sanctioned by the government. Even if it was paid the teachers were forced to pay Rs. 3/- to Rs. 5/- and sometimes even Rs. 10/- to the institutions as well as to the managers. The management used to deduct the amount from the grant sanctioned to the interest in their profession. 162 The Seventh Quinquennial Review of Progress of Education in India, 1927-32 also pointed out:

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In the Madras Presidency during 1947, 415 aided schools for girls were managed by teacher-managers. 1,363 trained teachers were working in these schools and 264 schools received extra grant on account of efficiency of work. 99 schools received diminished grant and still 7,743 villages each with a population of more than 1,000 were not provided with any elementary school. teachers. As a result the teachers did not show the required

162. Saini, Development of Education in India, pp. 87-88.
Efficient and capable teachers are sometimes victimised, not through any fault of their own, but because they had incurred the displeasure of the management by failing to cater to the whims of those who have gained for the time being the upperhand in the administration of education.  

Among the schools managed by the Christian Missionaries and other non-missionary institutions, the missionary institutions as a rule were staffed by trained teachers and these were better managed than non-missionary institutions. More attention was paid to practical training in mission schools. The staff in missionary schools used to work as one unit in a spirit of complete harmony which we could not find in other schools.

From 1930 a new policy in regard to village education was followed by London Missionary Society. Accordingly attempts were made to abolish single-teacher schools and selected teachers were asked to work as local pastors each in charge of a small neighbouring village. As

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165. Memorandum on some of the Results of Indian Administration During the Past Fifty years of the British Rule in India, Calcutta,1911, pp.42-44.
Table 23

Statement showing the schools run by Telugu Church Council in Rayalaseema, 1935-36.

<table>
<thead>
<tr>
<th>Division</th>
<th>Schools Receiving grant-in-aid</th>
<th>Schools not Receiving grants</th>
<th>Teachers Receiving Salaries</th>
<th>Not receiving Salaries</th>
<th>Christians Boys</th>
<th>Girls</th>
<th>other castes Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jammalamadugu</td>
<td>40</td>
<td>2</td>
<td>31 men</td>
<td>18 men 5 women</td>
<td>768</td>
<td>358</td>
<td>287</td>
<td>70</td>
</tr>
<tr>
<td>Proddatur</td>
<td>29</td>
<td>5</td>
<td>19 men</td>
<td>20 men</td>
<td>477</td>
<td>254</td>
<td>106</td>
<td>13</td>
</tr>
<tr>
<td>Kamalapur</td>
<td>23</td>
<td>-</td>
<td>16 men</td>
<td>17 men</td>
<td>309</td>
<td>197</td>
<td>206</td>
<td>37</td>
</tr>
<tr>
<td>Pulivendla</td>
<td>26</td>
<td>6</td>
<td>24 men</td>
<td>9 men 5 women</td>
<td>395</td>
<td>113</td>
<td>368</td>
<td>88</td>
</tr>
<tr>
<td>Kurnool</td>
<td>54</td>
<td>1</td>
<td>33 men</td>
<td>29 women</td>
<td>1079</td>
<td>258</td>
<td>454</td>
<td>45</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>50</td>
<td>3</td>
<td>20 men</td>
<td>35 men 2 women</td>
<td>670</td>
<td>211</td>
<td>506</td>
<td>89</td>
</tr>
<tr>
<td>Anantapur</td>
<td>28</td>
<td>10</td>
<td>38 men</td>
<td>23 men</td>
<td>714</td>
<td>-</td>
<td>733</td>
<td>-</td>
</tr>
</tbody>
</table>

explained in the Table.23, Cuddapah district had the largest number of schools. The next place was occupied by Kurnool. In these schools some of the teachers were working without salaries. Most of the teachers in these schools were Christians. A large number of non-Christians also studied in these schools.

The progress of primary education, remained limited in spite of its transfer to local bodies. The local bodies which were formed on a highly restricted franchise could not achieve what they should have claimed because of the composition of District Boards and Municipalites were overburdened by the nominated members who generally disliked to spend money on the needs of the poor as they did not have the sense of social responsibility. Moreover, the resources of local bodies were meagre. As majority of the population were poor they could neither start schools nor send their children to the schools. The parents of the poor generally send their children to work for money. On the otherhand there was decline in the number of unaided schools due to economic problems such as the rise in prices. In a majority of cases the parents of the children were unable to pay even the minimum charges of the schools.
Compulsory Education: As early as in 1911, Gopalakrishna Gokhale introduced a bill in the Imperial Legislative Council for the extension of compulsory primary education. But the government opposed it on the ground that there was no popular demand for such an Act. In spite of this, the bill was circulated and discussed by the Provincial Governments in 1912. Meanwhile, the Government of India again reviewed its educational policy in 1913. It refused to adopt the principle of compulsion in primary education for financial and administrative reasons, but reaffirmed the necessity of directing the energies of the state and the bulk of its available resources on the improvement and expansion of primary education. But the educational developments anticipated in the Resolution of

166. When compared to other parts of the world, India was too late to introduce compulsory education. The Constitution of 1791 in France included free compulsory education but that principle was not actually enacted in that country till 70 years later. Frederick William I of Prussia ordered all children to attend schools in 1717 but there were not enough schools in Prussia until 1763, to make this practicable. In spite of it the principle had almost universal application. There was free and compulsory education in Scotland by 1890, in England by 1891, in Ireland by 1892, the same was introduced in most of the states of U.S.A., where education was free but not compulsory and that in India where free and compulsory education was introduced after 1920. Design for Prosperity, Education Series, Madras n.d., p.5.
1913 were delayed owing to World War I.  

Between 1919 and 1930 most of the provinces of British India passed Compulsory Education Acts. The year 1920 is a significant landmark in the history of elementary education in the Madras Presidency. It was in that year Compulsory Education Act was passed in the Madras Presidency with the object of eradicating illiteracy. The Act envisaged the formation of District Educational Councils consisting of elected and nominated representatives. These councils had to raise an Elementary Education Fund by levying an education cess of not more than 25 per cent of the total amount of taxes had to be collected under the heads of property, companies, profession and land. The Government had to allot a sum equal to the education cess, besides its ordinary contribution from its general funds for the extension of education.

As envisaged by the above Act, the District Educational Councils were formed with elected and nominated


168. For various Provincial Acts on Compulsory Primary Education see Annexure:III.
representatives. The Elementary Education Fund was also created in each district so as to introduce compulsory education. But the working of the District Educational Councils was not satisfactory. On the otherhand the imposition of additional taxation became a burden. Therefore the Government of Madras began thinking of amending the above Act. However, by 1926 compulsory education, at the primary level, was introduced in 21 municipalities and 28 taluk boards of the Madras Presidency.

In spite of the fact that many local bodies were willing to raise taxation, after 1926, very few schemes for the introduction of compulsory education were considered by the Taluk Boards. Two factors appear to have operated against rapid expansion of compulsory education - the lack of initiative in drawing up suitable schemes for consideration and inadequate finances. In several places it was found

169. In 1922 the District Educational Councils were set up in Rayalaseema as stated below:

<table>
<thead>
<tr>
<th>District</th>
<th>Elected Members</th>
<th>Nominated Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anantapur</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Bellary</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Chittoor</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Kurnool</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>18</td>
<td>4</td>
</tr>
</tbody>
</table>

that even with the cess and its equivalent contribution it was not possible to finance satisfactorily. In several rural areas the admission of Adi-Andhras was an important problem in the promotion of compulsory education.\textsuperscript{170}

However, in the rural areas of Rayalaseema compulsory education was not introduced. The Municipality of Hindupur (in Anantapur district) and Proddatur (in Cuddapah district) were the earliest in Rayalaseema, to introduce compulsory education in 1924 and 1927 respectively. As revealed by the Reports of the Director of Public Instruction, most of the existing schemes of compulsion were applied in particular to the areas where backward and depressed classes were living. But the compulsion could neither take its roots nor ensure children to remain at school for the primary course completely.

In 1929 the Hartog Committee warned of any hasty attempts to introduce compulsion. It also directed the government to pay careful attention for the preparation of schemes of compulsion.\textsuperscript{171} On the suggestion of Hartog Committee and after reviewing the practical difficulties in the way of expansion of compulsory education, the Madras


\textsuperscript{171} Auxiliary (Hartog) Committee Report, 1929, pp. 345-350
Elementary Education Act of 1920 was amended in 1934. This was intended to enable the Government to take steps not only to introduce compulsion, generally for all children of school age, but also to compel those parents, who had once admitted their children to school, to continue their children in the school until they had completed their elementary course or had passed out of the age limit for compulsion. Provision was also made to enlarge the powers of the District Educational Councils to impose surcharge on persons for any violation of the provisions of the Act.\textsuperscript{172}

**Kumaraswamy Reddiyar Committee, 1936:** When Provincial Autonomy was introduced in the provinces as a result of the Act of 1935, the Madras Government adopted the compulsory education system.\textsuperscript{173} It was decided to bring 7 million children under its fold. In 1936 a Committee was appointed under the Chairmanship of S.Kumaraswamy Reddiyar, the then Minister for Education, to go into the possibility of introducing compulsion in all villages and towns with a

\textsuperscript{172} Kr

population of 5,000 and above. The Committee considered various factors of compulsory education and finally desired that compulsion as a weapon should be used to bring into school the recalcitrant section of the community who for occupational, financial and social reasons kept away from school. It also recommended that compulsion be applied primarily to rural rather than the municipal areas and the areas where education had already spread among the majority of population. The Committee also pointed out that great inequalities existed in the literacy figures not only between communities but also between sexes. The Committee laid great stress on the importance of education of girls. Regarding the provision of mid-day meal it felt that the cost of providing mid-day meals to the poor children would make the introduction of any such scheme quite impossible. It was estimated that to provide a mid-day meal at 7 paise a head, for all children of poor parents, would cost the tax payers Rs. 110 lakhs a year.

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174. The Primary Education Acts passed in various provinces largely remained inoperative mainly because the local bodies were unwilling to levy special taxes to finance primary education. Of the total government expenditure on education in India, only 30% was spent on primary education in 1937 as against 70% in most countries of Western Europe, North America and Australia. Aparna Basu, The Growth of Education and Political Development, p.19.

After examining the Report of 1936 the Government of Madras, finally resolved to stress qualitative improvement rather than quantitative expansion. It also felt that properly staffed and adequately accommodated schools must, in future, be an essential pre-requisites for the introduction of compulsion and that compulsion be extended gradually, after improving the average elementary school and with adequate provision to make sure that compulsion would be largely enforced. After 1936 the girls received greater attention as recommended by 1936 Commission.176

Once the compulsion was introduced it was the responsibility of the state to ensure that all schools come up at least to the minimum level of efficiency, whether they were under the management of the Government or Local Boards or private agencies. In other words the state should take over direct management of the schools. This, however, would lead to disorganization of the existing system and entry of private enterprise into the field. Therefore, the expansion of the school education and ensuring of efficient instruction should be the concern of the government and only where such efficient instruction was not possible the government should assume the full responsibility of running such a school. Where compulsion was introduced, adequate

As part of its policy of expansion of compulsory primary education, the Government of Madras promised a grant towards the erection of temporary sheds to provide accommodation where elementary education was made compulsory. The District Boards were permitted to erect temporary sheds for providing school accommodation in places where the available rented buildings were not suitable for

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school purposes. In some places, where accommodation was not sufficient, the schools worked in shifts with the approval of the Director of Public Instruction. 178

Employment of untrained and superannuated teachers under 60 years of age until the trained teachers became available in sufficient number, was sanctioned, provided that the approval of the District Educational Officer was obtained. Books, slates and mid-day meals were provided, free of cost to the poor pupils attending the schools. Regarding the mid-day meals the government desired that a trial should be made by supplying each mid-day meal at the rate of 1 3/4 annas. However, it considered that it was neither desirable nor practicable to define poverty for the purpose of eligibility of pupils for mid-day meals. Therefore, local committees were constituted in 1945 to determine the poverty of the parents of school going children and on the basis of evidence provided by these committees, the pupils were paid in cash in lieu of mid-day meals. Considering the educational backwardness, the Rayalaseema Maha Sabha requested the Government in 1945 to introduce free and compulsory primary education for boys and girls in this area. 179

During 1945-46 compulsory elementary education for all boys and girls was extended from five years course to eight years course i.e. the age of compulsion earlier fixed at 6 to 11 years was later fixed at 6 to 14 years. But due to the post-war difficulties the provision of mid-day meals was discontinued in 1947. In the meantime a subsidy scheme of supply of milk powder was introduced and this was also given up in the same year due to heavy expenditure. The extension of the compulsory education scheme to the rural areas was discontinued from 1948-49.

Table - 25
Number of centres where compulsion was introduced in Rayalaseema since 1945:

<table>
<thead>
<tr>
<th>District</th>
<th>1945-46</th>
<th>1946-47</th>
<th>1947-48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>9</td>
<td>47</td>
<td>36</td>
</tr>
<tr>
<td>Bellary</td>
<td>6</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>Anantapur</td>
<td>8</td>
<td>45</td>
<td>21</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>14</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Chittoor</td>
<td>31</td>
<td>64</td>
<td>50</td>
</tr>
<tr>
<td>Rayalaseema</td>
<td>68</td>
<td>221</td>
<td>159</td>
</tr>
<tr>
<td>Andhra</td>
<td>220</td>
<td>389</td>
<td>327</td>
</tr>
<tr>
<td>Madras Presidency</td>
<td>433</td>
<td>726</td>
<td>676</td>
</tr>
</tbody>
</table>

Compulsory Education, 1945-50: As shown in the Table above, Rayalaseema had 68 compulsory education centres during 1945-46 whereas in the entire Madras Presidency compulsion was introduced in 433 centres. Thus Rayalaseema had one-seventh of the total number of centres of Madras Presidency or one-third of the centres in Andhra. Of all the districts of Andhra, Chittoor had the largest number of centres, nearly half of the centres of Rayalaseema were located in Chittoor district alone. 180 During 1946-47 there was a great increase in the number of compulsory centres in Rayalaseema as also in the Andhra region. It was during this year that more than half of the centres in Andhra, and about one-third of the centres in the Madras Presidency were in Rayalaseema. However, the year 1947-48 witnessed a decline in the number of centres all over the Madras Presidency. This was due to dearth of funds and also because the Government thought of discontinuing the scheme in view of heavy expenditure to be incurred under the scheme. In spite of this, about half of the centres in Andhra were established in Rayalaseema.

Of all the districts of Rayalaseema Chittoor had the largest number of compulsory centres, i.e., 31 centres during 1945-46. In all the 31 centres the total number of pupils under instruction in the district were 9,094.

pupils. Of them 3,782 were girls and 5,311 were boys. The number of teachers required was 260, one teacher for every 35 pupils. Elementary education was made compulsory for all children of school-going age within a radius of one mile of the respective centres. In spite of all these efforts, about 201 villages each with a population of 500 and above remained without a school. With a view to promote literacy and to expand elementary education, 64 centres were started in Chittoor district during 1946-47. As elsewhere in the Madras Presidency, Chittoor district also witnessed a decline in the number of compulsory centres from 64 to 50 during 1947-48.

In Cuddapah district compulsory education was introduced in 14 centres during 1945-46 and 5,385 children of school-going age were brought under instruction, among them 2,354 were boys and 3,031 were girls. Only 1/24 of the school-age children were brought under compulsion. The cost of the scheme during the year 1945-46 was estimated at Rs.248,000/- (both recurring and non-recurring). The President of the Cuddapah District Board resolved that

181. 15 centres were selected by the Director of Public Instruction for the introduction of compulsion in Cuddapah district and in consultation with the President of the District Board, Cuddapah and the District Education Officer, the number of centres were reduced to 14 with a view to limit the scheme to 1/24 of the total school-going age pupils to be brought under instruction. G.O.No. 1034 , Education, 12 July 1945, pp. 1-4.
elementary education from standards I to V should be made compulsory for all children of school-age in the 14 Panchayat areas of Cuddapah district, provided the Government met the entire annual recurring and non-recurring charges. During 1945-46 the number of compulsory centres were more than doubled. The Government sanctioned a subsidy of Rs. 50,000/- to meet the cost of the scheme. During 1947-48 the number of compulsory centres declined in the Madras Presidency as a whole and Andhra in particular.

In Kurnool district compulsion was introduced during 1945-46 in 9 centres and 1,761 boys and 1,977 girls of school-going age were brought under instruction. The Government aimed at bringing at least 1/24 of the children of the school-going age under the fold of compulsion. The number of pupils to be fed under the scheme of mid-day meals was fixed and in some cases saving was made by varying food materials. During 1946-47 there was a steady progress and 47 centres were selected to introduce compulsion. In the following year the number of centres declined from 47 to 36.

Only 8 centres were selected in Anantapur district to introduce compulsion. The number of children of school-

182. The people of Kurnool district to some extent usually accostomed to korra and Jonna from rice and thus resulted in some savings in the expenditure of compulsory education.
going age brought under instruction in all these 8 centres 5,887 pupils (2,310 boys and 3,577 girls) i.e., 1/24 of the school-going age children were brought under instruction. The cost of the scheme was estimated at Rs.67305/- and part of this expenditure was met by the aided managements. Regarding the mid-day meal it was agreed to pay at the rate of Rs. 0.10 per meal. But it was found insufficient due to increased cost of food materials and labour, finally Rs. 0.30 per meal was sanctioned. During 1946-47, Anantapur district also witnessed an increase in the number of centres from 8 in 1945-46 to 45 in 1946-47, but in the following year the number declined to 21.183

As a result of the dearth of Urdu trained teachers and also due to the indifference of parents of Muslim children a large number of Muslim children of school-going age could not be brought under instruction in most of the centres. The local boards were therefore, asked not to compel the Muslim children to study Telugu unless the parent voluntarily agreed to it. Further they were also not to be compelled to send their children to the school where

183. In Anantapur district during 1941 there was only one compulsory centre at Hindupur. After 1945 it was gradually extended to 75 centres of the district in 1949. Nearly 176 schools were covered by this scheme and witnessed much improvement in elementary education. Statistical Atlas of the Anantapur District, 1950-51, p.14.
facilities were not available for imparting instruction in Muhammadan faith.

Even though the Muslim children were persuaded to study Telugu, at least one Urdu knowing Muslim teacher was found necessary for each centre for imparting religious instruction. When qualified teachers were not available, untrained teachers (Moulvis, proficient enough to impart religious instruction), certified by the Educational authorities for the purpose, were entertained in some places of Anantapur district. 184

Failure of Compulsory Education: Compulsory elementary education in Rayalaseema, as elsewhere in Andhra, suffered from insufficient accommodation for curricular and extracurricular activities. The owners of houses where schools were located threatened with notices of eviction or demanded exhorbitant rents. On the other hand several schools suffered from want of furniture and essential articles. Although the scheme as such was quite welcome, its introduction during the wartime when there were inadequate preparations, led to serious problems. The government had to rescue the District

184. A general exemption was granted to appoint untrained teachers of the Higher Elementary Grade in the minimum salary of the Higher Elementary Scale and of the Secondary Grade in the minimum salary of the Secondary Grade Scale. Sometimes retired or superannuated teachers who were found physically fit were permitted to be re-entertained. G.O.No.1094, Education 19 July 1945, p.23.
Boards with necessary assistance through the Revenue Department for the purpose of securing required facilities. Above all, in all the districts of Madras Presidency many schools were kept vacant for want of qualified teachers. As a general rule qualified teachers were posted in the schools which were newly opened or developed in the compulsory areas and this resulted in the dearth of trained teachers for the existing schools in the district.

According to official reports the centres where compulsion was introduced, only 70% to 80% of pupils attended the schools. In Andhra 88.8% of boys and 77.8% of girls of school-going age attended the elementary schools during 1948-49. In the year 1949-50 the number declined to 77.8% and 72.1% respectively of boys and girls.\(^{185}\) In the Madras Presidency 150,000 parents were given notices for not sending their children of school-going age to the compulsory education centres.\(^{186}\) Prosecutions were imposed on 50,000 parents and Rs. 10,000/- were collected as fines from parents. As a result of severe measures of compulsion and dearth of funds by 1950, compulsory elementary education 

\(^{185}\) Andhra Darshini, (Telugu), 1954, pp. 608-609.

\(^{186}\) The Governor of Madras exempted the guardians of children who have attained the age of 10 on or before 1st August 1945 in the case of boys and the age of 8 in the case of girls from the purview of the compulsory Education scheme of the Education Department. G.o.No. 1034, Education, 12 July 1945, p. 12.
began to decline.\textsuperscript{187}

One of the reasons for the failure of compulsion was that the teachers could not pay individual attention to each of the pupil because of the overcrowding. The Act of 1920 envisaged the ratio of 30 pupils per every trained teacher. He was expected to teach 29 to 40 pupils. However, the average of 30 pupils per trained teacher was maintained in Rayalaseema region.\textsuperscript{188} As the salaries of the teachers were very low, several of them resorted to tutions, Karanikams etc., to find additional income, and thereby evinced little interest in their duties.

'Wastage' and 'Stagnation': 'Wastage' and 'Stagnation' in elementary school stage could be observed in Rayalaseema, as elsewhere in the Madras Presidency. Only 1/3 rd of the pupils came to standard V from standard I while 2/3 rds stagnated in the lower classes.\textsuperscript{189} The important reason for

\begin{itemize}
\item \textsuperscript{187} The Education Act of 1944 of Great Britain, contain provisions for enforcing penalties for any breach. The government of India also enforced similar penalties when compulsion was introduced. Report of the Committee appointed by the Syndicate on Post-War Education, p.7.
\item \textsuperscript{188} During 1948, Kurnool, Anantapur and Cuddapah districts had 33 student average per trained teacher. Chittoor and Bellary districts had 35 student average per trained teacher.
\item \textsuperscript{189} 'Stagnation' of children in Elementary school stage in the Madras Presidency:
\begin{center}
\begin{tabular}{lcc}
1946-47 & I standard & 12,22,775 \\
1950-51 & V standard & 4,61,686 \\
\end{tabular}
\end{center}
the high ratio of 'wastage' and 'drop-outs' was the poverty of the parents. The ordinary parent had few occasions to send his children to school. Even when education was free it cost money in the shape of books, slates, uniforms etc. The poorer the parent, the more likely was he to withdraw his child from school as soon as he could be used in the fields. Hence, compulsion was, to some extent, a failure in rural areas.

In spite of good intentions of the government compulsion did not spread as rapidly as was expected because of lack of adequate interest among the public to co-operate with the government in this sphere. Further expansion of compulsion was discontinued from 1948. However, as a result of the introduction of compulsion in the rural areas more number of elementary schools were opened. At the end of 1951 there were 16,126 elementary schools in the Andhra area with an enrolment of 886,737 boys and 543,356 girls. Article 45 of our Constitution also envisaged:

The state shall endeavour to provide with in a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of 15 years.

Basic Education: Basic education owes its debut to Mahatma Gandhi whose influence can be felt on every field of social life in India after 1920. As the contemporary educational institutions could not infuse the spirit of adventure and innovation, Gandhiji rightly pointed out that too much book-oriented and examination-dominated system should be replaced by a child centred system of education in which both 'teaching' and 'learning' should be organised through 'doing'. He said that a craft which was suitable to the school and the physical environment of the child should be the medium of instruction and the selected craft should be correlated with the curriculum. This activity in the form of a continuous craft was a vital contribution of Gandhiji to the educational reform. The reorganisation of education was taken up as an urgent problem by the Congress Ministry in 1937 as soon as it came to power in the Madras Presidency.

In 1937 a Committee was appointed by the Congress under the Chairmanship of Zakir Hussain which submitted its report.

191. The Gandhian concept of Basic Education also came to be known as Wardha scheme of education or Nai talim literally known as New Education. It also came to be known as Segaoon Method. T.K.N. Unnithan, Gandhi and social change. Jaipur, 1979. p. 179. See also Harijan, 18 Feb. 1937.

report on the basic education. According to the Committee's recommendations emphasis was laid more on educational aspects rather than on self-supporting aspect. Two more committees were appointed subsequently in 1938 and 1939, both under the Chairmanship of B.G.Kher. These Committees advocated an eight year course split into two stages for the children in the age group of 6 to 14. The government agreed to make education compulsory for 5 years as a practical measure. But because of the outbreak of world War II and the consequent resignation of the Congress governments thrust could not be given to basic education between 1940 and 1944. After 1944 the Government of India accepted Basic Education as a national pattern and included it in the Sargent Plan of 1945.

The Sargent Report of 1945 on the Post-War Educational Development in India also endorsed the scheme of Basic education. The Congress Governments which returned to power in 1946 decided to establish a basic training school for teachers and to create around it a 'basic belt area' commanding at least 30 well-developed primary schools.

with in a radius of 5 miles, so that the teacher-trainees coming out of the training school could convert non-basic primary schools into basic institutions. 196

Though an Advisory Board was also appointed in the Madras Presidency to advise the Education department in matters relating to basic education in the Province, very little effort was made till 1945. 197 Basic education in Andhra began taking its roots only after 1948. The post of the Basic Education Officer of the Andhra region was attached to the office of the Divisional Inspector of the Godavari division. The Director of Public Instruction, Madras called for the proposals for the conversion of a few elementary schools into basic schools. Accordingly, the Basic Education Officer of Andhra submitted a report recommending conversion of 15 elementary schools into basic schools. The recommendations were finally, approved in 1948


Neelam Sanjiva Reddy inaugurated the National Reconstruction centre at Sevamandir near Hindupur on 22.4.1942. Annual celebrations of this centre were presided over by Rajaji and P. Seetharamaiah in 1943 and 1944 respectively. 397 students were receiving instruction in this centre in 1944. The school worked as par the rules laid down by Gandhi. T. Gopalakrishnamacharyulu, 'Sevamandiram'. Bharathi, Jan. 1946, pp. 88-92.
by the Director of public Instruction. Accordingly, several Basic schools were established throughout Rayalaseema as in other regions of Andhra.

In 1948 there were nearly 32,000 elementary schools with 125,000 teachers in the Madras Presidency. The cost of equipping the elementary schools selected for conversion into basic schools and the salaries of the teachers was met from the fund of Rs. 10 lakhs provided by the Government for Madras Presidency in 1948. About 70 teachers were trained in the Basic Training School at Vinayasramam, and among them 39 teachers were appointed in the first instance and the remaining were subsequently appointed in the basic schools.

Syllabus and fees: The power of recognising the basic schools was rested with the Basic Educational Officers. They were also empowered to grant permission for the opening of new basic schools. The syllabus prescribed for the Hindustani Talimi Sangh was adopted in the basic schools of Rayalaseema.

200. The Union Government also arranged for the training of teachers in basic education at Jamia Millia in Delhi and at Viswabharathi in Santhiniketan. Some of the Universities also made special arrangements for providing training in these arts. Unnithan, Gandhi and social change, p. 181.
the state. The syllabi included a variety of subjects such as the stages in the process of weaving commencing from gathering, dyeing, embroidery, tailoring and papermaking, cutting, book-binding, cabinet-making, toy-making, gum-making etc. They enabled the students to pay their tuition fees through the sale of the products of their labour and at the same time these subjects improved the personality of the individual.

The first step in the direction of spreading basic education was taken by starting an intensive course of training for teachers. As basic education was the accepted policy of the Government in the compulsory education stage, the Government decided to convert all the existing elementary training schools in the state into basic education institutions. Accordingly, the Government Men's Training School at Rayachoti was converted into Basic Training school, and another training school was also opened.

201. Zakir Hussain worked as the president of the Hindustani Talim Sangh for a long period from its inception in 1945. He was also the President of the Fifth All India Basic Education Conference held at Perianaikenpalayam.


The Hindustani Talimi Sangh was one of the managements which had given great impetus to the progress of Basic Education in the country. It also encouraged the 'workers' in the field of basic education to come into contact with experienced men and women. During 1949-50 the fifth year of continuous effort in the field of basic education, there were 170 basic schools as against 101 in 1948-49 in the Madras Presidency. The number of students studying in all the basic schools was 12,718 boys and 6,825 girls, the corresponding figures for previous year being 6,561 boys and 3,219 girls.

The craft equipment stores were opened in 19 government training schools and 2 Deputy Inspector's offices were opened for the supply of raw materials required by the basic schools and for the collection of finished products from them. During 1949-50, the government provided a sum of Rs. 10 lakhs for the payment of grants and subsidy towards basic education. As basic education was the accepted policy of the Government in the primary stage, facilities were made available for retraining graduate teachers and the elementary and secondary grade teachers. The training course

for the elementary school teachers of the Andhra region was conducted in the Government Basic Training School at Pentapadu in the West Godavari district. Till the end of 31st March 1951, 44 teachers i.e., 36 men and 8 women were given retraining in this school. Similar training courses of 3 months duration were also conducted in several other Basic Training schools in the state. The medium of instruction in both the basic schools and the basic training schools throughout the Andhra region was Telugu.

Table - 26

Statement showing the number of Basic Training schools for Men in Rayalaseema.

<table>
<thead>
<tr>
<th>District</th>
<th>Schools</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bellary</td>
<td>1</td>
<td>105 men+ 12 women</td>
</tr>
<tr>
<td>Anantapur</td>
<td>1</td>
<td>108 men only</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1</td>
<td>115 men only</td>
</tr>
<tr>
<td>Chittoor</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

During 1950-51, a separate Advisory Board of Basic Education was constituted. Basic schools were not contemplated for Kurnool and Chittoor districts of Rayalaseema. At Bellary 12 women underwent training in the Basic school for men. In 1951, Anantapur and Cuddapah had the provision for both Senior Basic and Junior Basic Training. All the Basic Training schools for men were established by the government and none was started under private managements.

Table - 27

Statement showing Basic Training Schools for women:

<table>
<thead>
<tr>
<th>District</th>
<th>Govt. Training Schools</th>
<th>Private Training Schools</th>
<th>Total number of schools</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>Bellary</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Anantapur</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>78</td>
</tr>
<tr>
<td>Chittoor</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>121</td>
</tr>
</tbody>
</table>


As explained in the above Table, separate Basic Training schools were started for women. Of all the districts of Rayalaseema, Kurnool district had three training schools with a strength of 76 women. Even though Chittoor had 2 schools, 121 women underwent training. Except
Bellary all the districts, had both the Government and private training schools. All the training schools for women had the provision for Junior Basic Training only.

The total enrolment in Basic Training Schools in Andhra during 1950-51 was 1,006 men and women. These teachers were appointed in Basic schools established in various parts of Andhra. During 1950-51 there were 115 Basic schools in Andhra area with an enrolment of 7,167 boys and 4,752 girls.

Though the Basic education was introduced in 1948 it was in the infant stage even by the end of 1950. Progress had been achieved year after year by converting elementary schools and training schools into Basic schools. Regarding the social utility of basic education Kripalani pointed out that it visualized a society in which productive work accorded the greatest aspect. 206

The basic education which was accepted by the government as a national system was intended to provide


Basic education was not introduced in Europe and America, in spite of successful experiments, because in a capitalist society there was no social atmosphere for it. Wott. Kilpatrick, *Philosophy of Education*, Newyork, 1951, p.5.
education to the children of all classes. But the upper classes always preferred public schools for the basic schools. Moreover, the curriculum of basic schools was overloaded with heavy academic content. The Muslims opposed it on the ground that it did not have any religious education.207 As a result of all these factors basic education lost its vitality after 1951. It was observed:

... The history of Wardha scheme which was nurtured like a hot-house plant in a few areas out of devotion to Gandhi but did not make any appreciable impact on primary education.208

Vinoba Bhave paid a glowing tribute to it by describing basic education as education for self-sufficiency.209


208. R.C. Majumdar, *Struggle for freedom*, p. 900.

Adult Education: According to Gandhiji the aim of adult education is not merely getting the adults acquainted with the alphabets. He sincerely felt that it should help them to acquire the knowledge which is necessary in their daily life. 210 Though a scheme of adult education was introduced in India after 1920, the census of 1921 according to which 93 percent of the people were illiterates clearly indicated the necessity of giving a further impetus to the scheme of adult education. 211

With the advent of popular Ministries a new orientation was given to adult education. A suitable syllabus which aimed at developing social skills was implemented in the adult schools after 1937. 212 Publications, posters, cinema-shows etc., were included as the media of instruction. 213 Adult Education Committee was appointed by

210. Patil, Gandhi and Swaraj, p. 87

Christian Missionaries were pioneers in every field of education. They conducted classes in adult literacy and especially Bible study from 1930. In Rayalaseema London Missionary society took the lead and night classes for adults were conducted by youth associations (Yavana Samajhas). Report of the London Missionary society, (The Telugu field), 1930-1940, p.28.


212. Monograph on Rural problems in Madras, pp. 403-04.

the Central Advisory Board of Education in 1939 with Dr. Syed Mahummad, the Education Minister of Bihar as the chairman. According to it the two tasks are:

1. to teach the illiterate adult the three R.S, and
2. to impart knowledge closely correlated to his working life and give him a grounding in citizenship.

With a view to teach the adults, text books were written by popular leaders of the day such as Dr. Syed Muhammud, C. Rajagopalachari etc. Thus for the first time in the history of India, adult education was accepted as the definite responsibility of the state and organised work was started. As in other parts of India, the Madras Presidency also took up the problem in 1937-38. With the resignation of the Congress Ministries in 1939 the scheme of adult education received a set back.

Till 1941 there was not considerable growth in the field of adult education as in other branches of education. From 1942 the country began to feel the pinch of the war and education suffered as other branches of administration. It was only when the popular ministries 

216. Monograph on Rural Problems in Madras, pp. 403-404.
reassumed office in 1946 that the work was restarted and some progress was achieved during 1946-47.\textsuperscript{217}

Night Schools and Vocation Lectures: As elsewhere in the Madras Presidency, Rayalaseema also had night schools for educating adults.\textsuperscript{218} Besides the night schools, the Director of Public Instruction, Madras Presidency conducted vocation lectures on adult education in select centres.\textsuperscript{219} Anantapur was chosen as the centre of Rayalaseema where the lectures were given between 18th and 21st of January 1946. Some teachers of the neighbourhood districts were deputed by the respective District Boards to attend these lectures on adult education.\textsuperscript{220}

\textsuperscript{217} Naik and Nurullah, \textit{A students' History of Education in India}, p. 404.

\textsuperscript{218} The syllabus framed to adult schools was so as to include remedial knowledge such as provision of elementary, commercial or technical education in urban areas and education in agriculture, cottage industries in rural areas. It also included fundamental principles of health, particularly of child health, eradicating the main diseases and nutrition problems, etc. \textit{Teachers' Handbook of social Education}, pp. 25-26.


\textsuperscript{220} Night schools were abolished during 1940-41 by a Defence Act. But there was a lot of agitation against the closure of night schools and the Andhra Library Association at its meeting at Tenali in 1941 criticised the act of government. Accordingly the ban on Night schools was removed subsequently. Venkataiah, \textit{Vayojana Vidya,Nadu,Nedu}, (Telugu) Machilipatnam, 1980, pp. 52-53.
During 1948-49 a new scheme in adult education was introduced. The objects of the scheme were:

1. opening of adult literacy schools for liquidating illiteracy among adults,
2. opening of rural colleges for giving higher educational training for persons who have some school education already,
3. organising training courses for training the staff for adult literary schools,
4. organising training camps for social service workers,
5. organising training camps for citizenship training and
6. visual education. 221

According to the next scheme which was followed in 1950 two types of courses were offered in the adult literacy centres:

1. social education courses run for four months to cover the literacy portion and also so much as possible adult education training for the first year and
2. intensified course during the next two years. 222

Two intensified training courses were conducted at Hindupur, one for Telugu people and the other for Kannada people. A centre for women was also opened at Bellary in 1948-49 to cater the needs of Rayalaseema and subsequently closed due to the fall in the strength.

222. R.P.I., 1949-50, p. 36.
Statement showing the number of adult schools according to the managing agency during 1950:

<table>
<thead>
<tr>
<th>District Board</th>
<th>Municipal</th>
<th>Private</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurnool</td>
<td>-</td>
<td>25</td>
<td>25</td>
<td>534</td>
<td>56</td>
<td>590</td>
</tr>
<tr>
<td>Bellary</td>
<td>7</td>
<td>2</td>
<td>18</td>
<td>27</td>
<td>587</td>
<td>18</td>
</tr>
<tr>
<td>Anantapur</td>
<td>-</td>
<td>1</td>
<td>28</td>
<td>29</td>
<td>704</td>
<td>-</td>
</tr>
<tr>
<td>Cuddapah</td>
<td>-</td>
<td>48</td>
<td>48</td>
<td>987</td>
<td>60</td>
<td>1043</td>
</tr>
<tr>
<td>Chittoor</td>
<td>1</td>
<td>-</td>
<td>42</td>
<td>43</td>
<td>1070</td>
<td>36</td>
</tr>
</tbody>
</table>


Gadicherla Harisarvothama Rao, the exponent of adult education in Andhra, worked in various capacities for the improvement of adult education. He was a honourary Educational Director, appointed by Avinasa Lingam Chetty, the then Education Minister. He also worked as the President of the South Indian Adult Education Society from 1946 to 1950. Gadicherla Harisarvothama Rao, the exponent of adult education in Andhra, worked in various capacities for the improvement of adult education. He was a honourary Educational Director, appointed by Avinasa Lingam Chetty, the then Education Minister. He also worked as the President of the South Indian Adult Education Society from 1946 to 1950. 223 Nandanur in Cuddapah district and Mahanandi in Anantapur district were important centres of adult education chosen by him. 224
