Government of Madras.

EDUCATIONAL DEPARTMENT.

Read. — *Enclosures*

1913.

Regd. — *Spare copies*

G.O. No. 394, 1st May 1913.

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Educational Policy.

Communicating to the Director of Public Instruction for information and guidance resolution of the Government of India on the — of that Government.



செப்பனிடுபவர் பெயர்

செப்பனிடுவதற்காக எடுதுக்
கொள்ளப்பட்ட நாள்

செப்பனிட்டு முடித்த நாள்

சரிபார்க்கும்
மு. பா. எ.
கையொப்பம்.

ஆராய்ச்சி
உதவியாளர்
கையொப்பம்.

Government of Madras.

EDUCATIONAL DEPARTMENT.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

Resolutions of the Government of India, Department of Education, dated Delhi, the 21st February 1913, No. 301-C.D.

[*Educational policy of the Government of India.*]

Comprehensive systems of education.

His Most Gracious Imperial Majesty the King-Emperor, in replying to the address of the Calcutta University on the 6th January 1912, said :—

"It is my wish that there may be spread over the land a network of schools and colleges, from which will go forth loyal and manly and useful citizens, able to hold their own in industries and agriculture and all the vocations in life. And it is my wish, too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort and of health. It is through education that my wish will be fulfilled, and the cause of education in India will ever be very close to my heart."

2. The Government of India have decided, with the approval of the Secret of State, to assist Local Governments, by means of large grants from imp revenues as funds become available, to extend comprehensive systems of educati the several provinces. Each province has its own educational system, which grown up under local conditions, and become familiar to the people as a part of their general well-being. In view of the diverse social conditions in India there cannot in practice be one set of regulations and one rate of progress for the whole of India. Even within provinces there is scope for greater variety in types of institutions than exists to-day. The Government of India have no desire to centralise provincial systems or to attempt to introduce a superficial uniformity. Still less do they desire to deprive Local Governments of interest and initiative in education. But it is important at intervals to review educational policy in India as a whole. Principles, bearing on education in its wider aspects and under modern conditions and conception on orientalia and on the special needs of the domiciled community, were discussed three important conferences of experts and representative non-officials held with the last two years. These principles are the basis of accepted policy. How far t can at any time find local application must be determined with reference to l conditions.

3. The defects of educational systems in India are well-known and need r be re-stated. They have been largely du to want of funds. Of late years there ha been real progress in removing them. In the last decade * the total expenditur from all sources on education has risen from 4 crores to nearly 7¼ crores. The progress has been especially great since Lord Curzon's government introduced large measures of educational reform. In the last four years the number of those under instruction has increased from about 5⅓ to 6⅓ millions. Again, the formerly crushing weight of examinations has been appreciably lightened; a commencement has been made in the reform of university and college organization; and the grants from public funds to private institutions have almost doubled in the past nine years. These facts speak for themselves. Nor must the great benefits, which education has conferred India, be ignored or minimised. Criticism based on imperfect analogies is often

The need of true perspective.

* *i.e.*, 1901 to 1911.

unjust. It is not just, for instance, to compare Indian systems still for the most part in their infancy with the matured systems of the modern western world, or to disregard the influences of social organization and mentality. Again the common charge that the higher education of India has been built up on a slender foundation of popular education and that its teaching agency is inefficient, is one that might have been levelled against every country in Europe at some period of its history. India is now passing through stages taken by other countries in their time.

4. In the forefront of their policy the Government of India desire to place the formation of the character of the scholars and under-graduates under tuition. In the formation of character the influence of home and the personality of the teacher play the larger part. There is reason to hope—in the light of acquired experience—that increased educational facilities under better educational conditions will accelerate social reform, spread female education and secure better teachers. Already much attention is being given to religious and moral education in the widest sense of the term, comprising, that is, direct religious and moral instruction, and indirect agencies such as monitorial or similar systems, tone, social life, traditions, discipline, the betterment of environment, hygiene, and that most important side of education, physical culture and organised recreation.

Formation of character the main objective.

5. The question of religious and moral instruction was discussed at a local conference held in Bombay and subsequently at the imperial conference held in Allahabad in February 1911. Grave differences of opinion emerged as to the possibility or advantage of introducing direct religious instruction into schools generally, and apprehensions of difficulty in the working of any definite system were put forward. Doubts were also expressed as to the efficacy of direct moral instruction when divorced from religious sanctions. In the matter of moral teaching, however, the difficulties are undoubtedly less than in the case of religious teaching. The papers laid before the conference indicate that not a little moral instruction is already given in the ordinary text-books and in other ways. The Government of Bombay are engaged upon the preparation of a book containing moral illustrations, which will be placed in the hands of teachers in order to assist them in imparting moral instruction. Excellent materials for ethical teaching are available in the Mahabharata, the Ramayana, portions of Hafiz, Sadi, Maulana Rumi and other classics in Sanskrit, Arabic, Persian and Pali. The Government of India while bound to maintain a position of complete neutrality in matters of religion observe that the most thoughtful minds in India lament the tendency of existing systems of education to develop the intellectual at the expense of the moral and religious faculties. In September 1911 they invited Local Governments other than the Bombay Government to assemble local committees in order to consider the whole question. Such committees are still at work in some provinces. For the present the Government of India must be content to watch experiments and keep the matter prominently in view. Enlightened opinion and accumulated experience will, it is hoped, provide a practical solution to what is unquestionably the most important educational problem of the time.

Direct religious and moral instruction.

6. There has been real progress of late years in the provision of hostels. In the last decade the numbers both of hostels and of resident male students have nearly doubled, and now stand at over 2,200 and over 78,000, respectively. The Government of India desire to see the hostel system develop until there is adequate residential accommodation attached to every college and secondary school in India. But a hostel of itself will not achieve the desired end unless effective means are adopted for guiding students and assisting them in their work and in their recreation. Already in some first-class institutions in the country admirable arrangements have been made on European lines to secure the full benefits of the residential system. Again it is reassuring that traditions are growing up, that meetings of old boys are held, that debating and literary societies are becoming more common. All these require help which will in many cases best be organised in connection with the hostel system. Much has also been done of late to improve scho buildings; but a large number of thoroughly unsuitable, not to say mean, squalid insanitary buildings still exist in India. These will be replaced, as fu

Indirect agencies, *e.g.*, hostels, school-buildings, traditions, etc.

modern buildings designed upon sanitary lines and with a view to avoid overcrowding and to facilitate the maintenance of discipline. The Government of India hope that the time is not far distant when educational buildings will be distinguished as the most modern and commodious buildings in the locality, and scholars in India will have the advantages in this respect of scholars in the west. The influence for good of clean well arranged buildings with the concomitant domestic discipline can scarcely be exaggerated.

Hygiene.

7. The claims of hygiene are paramount not only in the interests of the children themselves, though these are all-important, but also as an object lesson to the rising generation. Hitherto want of funds and the apathy of the people have been responsible for the comparatively small attention paid to hygiene. In some provinces a simple course of instruction in hygiene is prescribed, at some period of the school course, but the lessons are often of too formal a type, are not connected with the life of the pupil, and fail to form his habits or to enlist his intelligence in after-life in the struggle against disease. In some areas there is a general inspection of school premises by a medical authority; but it is believed that little is done for the individual inspection of school children and that medical advice has not always been enlisted in regard to the length of the school day, the framing of curricula, and such matters. The Government of India commend to Local Governments a thorough enquiry, by a small committee of experts, medical and educational, into school and college hygiene. The scope of the enquiry will no doubt vary in different parts of India but the following seem to be important matters for investigation:—

(i) The condition of school houses, hostels and other places where pupils reside, from the point of view of sanitation.

(ii) The professional examination of building plans from the hygienic point of view.

(iii) The introduction of a simple and more practical course of hygiene; whether it should be a compulsory subject in the various schemes of school-leaving certificates, and whether it should be recommended to universities as part of their matriculation examination.

(iv) The inspection, where possible, of male scholars, with special reference to infectious diseases, eyesight and malaria.

(v) The length of the school-day, home-studies, and the effect upon health of the present system of working for formal examinations.

(vi) The requirements in the way of recreation grounds, gardens, gymnasia, reading rooms, common-rooms, etc.

(vii) The inspecting and administrating agency required, the possibility of co-operation with existing organisations and the provision of funds.

Other cardinal principles of policy.

8. Other cardinal principles of policy may here be stated—

(1) The steady raising of the standard of existing institutions should not be postponed to increasing their number when the new institutions cannot be efficient without a better-trained and better-paid teaching staff.

(2) The scheme of primary and secondary education for the average scholar should steadily, as trained teachers become available, be diverted to more practical ends, *e.g.*, by means of manual training, gardening, out-door observation, practical teaching of geography, school excursions, organised tours of instruction, etc.

(3) Provision should be made for higher studies and research in India, so that Indian students may have every facility for higher work without having to go abroad.

Research.

9. The provision of facilities for research cannot be postponed. In almost every branch of science and the arts, in philosophy, history, geography, language, literature, economics, sociology, medicine, public health, agriculture, biology, geology, botany and in all the sciences applied to industry, not to particularise more than a wide untrodden field awaiting research. Among the essentials are

good libraries, laboratories and collections, ample leisure and freedom in study, systematic collaboration of professors and students, an atmosphere engendered by the simultaneous working of many minds on numerous but interdependent branches of research. Only when they know the methods of research by which the knowledge they are to impart is secured and tested are teachers fully equipped for their work in the more advanced stages of education.

Primary education. Compulsory and free education not practicable.

10. The propositions that illiteracy must be broken down and that primary education has, in the present circumstances of India, a predominant claim upon the public funds, represent accepted policy no longer upon to discussion. For financial and administrative reasons of decisive weight the Government of India have refused to recognise the principle of compulsory education; but they desire the widest possible extension of primary education on a voluntary basis. As regards free elementary education the time has not yet arrived when it is practicable to dispense wholly with fees without injustice to the many villages, which are waiting for the provision of schools. The fees derived from those pupils who can pay them are now devoted to the maintenance and expansion of primary education, and a total remission of fees would involve to a certain extent a more prolonged postponement of the provision of schools in villages without them. In some provinces elementary education is already free and in the majority of provinces liberal provision is already made for giving free elementary instruction to those boys whose parents cannot afford to pay fees. Local Governments have been requested to extend the application of the principle of free elementary education amongst the poorer and more backward sections of the population. Further than this it is not possible at present to go.

Primary education. General principles.

11. For guidance in the immediate future, with the necessary modifications due to local conditions, the Government of India desire to lay down the following principles in regard to primary education:—

(i) Subject to the principle stated in paragraph 8 (1) *supra*, there should be a large expansion of lower primary schools teaching the three R's with drawing, knowledge of the village map, nature-study and physical exercises.

(ii) Simultaneously upper primary schools should be established at suitable centres and lower primary schools should where necessary be developed into upper primary schools.

(iii) Expansion should be secured by means of board schools, except where this is financially impossible, when aided schools under recognised management should be encouraged. In certain tracts liberal subsidies may advantageously be given to *maktabs*, *patshalas* and the like which are ready to undertake simple vernacular teaching of general knowledge. Reliance should not be placed upon "venture schools", unless by subjecting themselves to suitable management and to inspection they earn recognition.

(iv) It is not practicable at present in most parts of India to draw any great distinction between the curricula of rural and of urban primary schools. But in the latter class of schools there is special scope for practical teaching of geography, school excursions, etc., and the nature study should vary with the environment, and some other form of simple knowledge of the locality might advantageously be substituted for the study of the village map. As competent teachers become available a greater differentiation in the courses will be possible.

(v) Teachers should be drawn from the class of the boys whom they will teach; they should have passed the middle vernacular examination, or been through a corresponding course, and should have undergone a year's training. Where they have passed through only the upper primary course and have not already had sufficient experience in a school, a two years' course of training is generally desirable. This training may in the first instance be given in small local institutions but preferably, as funds permit, in larger and more efficient central normal schools. In both kinds of institutions adequate practising schools are a necessary adjunct, and the size of the practising school will generally determine the size of the normal school. As teach-

left to themselves in villages are liable to deteriorate there are great advantages in periodical repetition and improvement courses for primary school teachers during the school vacations.

(vi) Trained teachers should receive not less than Rs. 12 per month (special rates being given in certain areas); they should be placed in a graded service; and they should either be eligible for a pension or admitted to a Provident fund.

(vii) No teacher should be called on to instruct more than 50 pupils; preferably the number should be 30 or 40; and it is desirable to have a separate teacher for each class or standard.

(viii) The continuation schools known as middle or secondary vernacular schools should be improved and multiplied.

(ix) Schools should be housed in sanitary and commodious but inexpensive buildings.

12. While laying down these general principles the Government of India recognise that in regard to primary education conditions vary greatly in different provinces. In the old province of Bengal, for instance, where there is already some sort of primary school for a little over every three square miles of the total area of the province, the multiplication of schools may very well not be so urgent a problem as an increase in the attendance and an improvement in the qualifications of the teachers. In some parts of India at the present time no teacher in a primary school gets less than 12 rupees a month. In Burma all conditions are different and monastic schools are an important feature of the organisation. Different problems, again, present themselves where board schools and aided schools respectively are the basis of the system of primary education. Nor must it be supposed that the policy laid down in these general terms for the immediate future limits the aspirations of the Government of India or the Local Governments. Indeed the Government of India hope that the day is not far distant when teachers in primary schools will receive considerably higher remuneration, when all teachers will be trained, and when it will be possible to introduce more modern and elastic methods in primary schools.

13. Vernacular continuation schools are the only entrance to more advanced

Vernacular continuation schools.

study which does not demand acquaintance with a foreign language; and it is in them that competent teachers for primary schools will be prepared. Technical and industrial progress also is likely to create numerous openings for men with a good vernacular education. In certain provinces owing to the popularity and cheapness of English education these institutions have declined. But in the whole of India in the last decade the number of schools has increased from 2,135 to 2,666 and that of their scholars from over 177,000 to close on 257,000. The Government of India believe that these schools will become much more popular and useful when they are placed on a sound footing; they also think that it would be an advantage if an advanced vernacular course could be provided at selected centres for students desirous of becoming teachers in these continuation schools.

14. In some provinces special classes have been opened in secondary english schools for scholars who have been through the whole course at a vernacular continuation school in order to enable them to make up ground in english. There is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally. The Government of India recommend arrangements on the above lines to all Local Governments and Administrations which have not already introduced them.

15. It is the desire and hope of the Government of India to see in the not distant

Proposed expansion.

future some 91,000 primary public schools added to the 100,000 which already exist for boys and to double the $4\frac{1}{4}$ millions of pupils who now receive instruction in them. For purposes of present calculation a sum of Rs. 375 per annum may be taken as a rough approximation of the probable average cost of maintenance of a primary board school. This figure provides for two teachers, one on Rs. 15 and one on Rs. 12 per month and Rs. 4 per month for the purchase of books and stationery, petty repairs, and for necessary contingencies. This is, however, only an average figure for the

whole of India. In India as a whole the average cost of a board or municipal school is at present Rs. 315 per annum. In Bombay the average cost of a primary school under any kind of management is now about Rs. 437, but this figure includes the cost of the higher classes, which in some other provinces are classed as middle or secondary vernacular classes.

16. The education of girls remains to be organized. In 1904 the Government

Education of girls.

of India remarked that peculiar difficulties were encountered in this branch of education owing to the social customs of the people, but that as a far greater proportional impulse is imparted to the educational and moral tone of the people by the education of women than by the education of men, liberal treatment had been accorded for girls in respect of scholarships and fees. This policy has been continued. Efforts have been also made, not without success, to bring education, through the agency of governesses, within the reach of *purda* ladies, to increase the number of ladies on the inspecting staff and to replace male by female teachers in government and aided schools. The number of girls under instruction has risen from 444,470 in 1901–1902 to 861,363 in 1910–1911. But the total number still remains insignificant in proportion to the female population. The Government of India believe, however, that in certain areas there are indications of a swiftly growing demand for a more extensive education of girls.

17. The immediate problem in the education of girls is one of social development. The existing customs and ideas opposed to the education of girls will require different handling in different parts of India. The Governor-General in Council accordingly hesitates to lay down general lines of policy which might hamper Local Governments and Administrations, and has preferred to call for schemes from each province; but he commends the following principles for general consideration:—

(*a*) The education of girls should be practical with reference to the position which they will fill in social life;

(*b*) It should not seek to imitate the education suitable for boys nor should it be dominated by examinations;

(*c*) Special attention should be paid to hygiene and the surroundings of school life;

(*d*) The services of women should be more freely enlisted for instruction and inspection; and

(*e*) Continuity in inspection and control should be specially aimed at.

18. The difficulty of obtaining competent school-mistresses is felt acutely in many parts of the country. In this connection it has been suggested that there is a large opening for women of the domiciled community, who have a knowledge of the vernacular and who might be specially trained for the purpose.

19. The importance of secondary english and in particular of high school

Secondary english education.

education is far-reaching. Secondary education of one grade or another is the basis of all professional or industrial training in India. The inferior output of secondary schools invades colleges and technical institutions and hinders the development of higher education. At the Allahabad conference the directors of public instruction unanimously regarded the reform of secondary english schools as the most urgent of educational problems. The improvement of secondary english education has for some time occupied the attention of the Government of India and the Local Governments and it is hoped in the near future to remedy many defects of the present system.

20. In the last nine years the number of secondary schools has increased from nearly 5,500 to over 6,500 and the number of scholars from 622,000 to 900,000. The policy of Government is to rely so far as possible on private enterprise in secondary education. This policy, laid down in the despatch of 1854, was restated and amplified by the Education Commission of 1882, which, while doubtful as to how far the process of withdrawal on the part of Government should be carried, agreed that, whatever degree of withdrawal from the direct provision of education might be found advisable, there should be no relaxation of indirect but efficient control by the State. The admixture of private management and

wa

in the resolution of 1904. To this policy the Government of India adhere. It is dictated not by any belief in the inherent superiority of private over State management but by preference for an established system and, above all, by the necessity of concentrating the direct energies of the State and the bulk of its available resources upon the improvement and expansion of elementary education. The policy may be summarised as the encouragement of privately managed schools under suitable bodies, maintained in efficiency by Government inspection, recognition and control, and by the aid of Government funds.

21. Some idea of the extension of private enterprise may be gained by the reflection that, of 3,852 high and middle English schools, only 286 are Government institutions. These figures, however, cover many types of schools, from the most efficient to the least efficient. Admirable schools have been and are maintained by missionaries and other bodies. But the underlying idea of the grant-system, the subvention of local organised effort, has not always been maintained. Schools of a money-making type, ill-housed, ill-equipped, and run on the cheapest lines, have in certain cases gained recognition and eluded the control of inspection. Schools have sprung into existence in destructive competition with neighbouring institutions. Physical health has been neglected and no provision has been made for suitable residential arrangements and play-fields. Fee-rates have been lowered; competition and laxity in transfer have destroyed discipline; teachers have been employed on rates of pay insufficient to attract men capable of instructing or controlling their pupils. Above all, the grants-in-aid have from want of funds often been inadequate. No fewer than 360 high schools with 80,247 pupils are in receipt of no grant at all, and are maintained at an average cost of less than half that of a Government school, mainly by fee-collections. Especially do these conditions prevail in the area covered by the old Provinces of Bengal and Eastern Bengal and Assam; a result due, no doubt, to the rapid extension of English education beyond the ability of the Local Governments to finance it. In Bengal and Eastern Bengal the number of high schools is greater than in the rest of British India put together, and the cost of their maintenance to public funds is proportionately less than a third of the cost prevailing in other provinces. A special inquiry showed that out of some 4,700 teachers in privately managed high schools in these areas about 4,200 were in receipt of less than Rs. 50 a month, some 3,300 of less than Rs. 30 a month while many teachers of English and classical languages drew salaries that would not attract men to superior domestic service. The great variations in conditions in different part of India point to the difficulty of making any but the most general statements about the results of private enterprise and the special measures that are needed to assist it to perform efficiently its work in the educational system.

22. Subject to the necessities of variation in deference to local conditions the policy of the Government of India in regard to secondary English schools is—

Secondary English schools. General principles.

(1) To improve the few existing Government schools, by

(*a*) employing only graduates or trained teachers;

(*b*) introducing a graded service for teachers of English with a minimum salary of Rs. 40 per month and a maximum salary of Rs. 400 per month;

(*c*) providing proper hostel accommodation;

(*d*) introducing a school course complete in itself with a staff sufficient to teach what may be called the modern side with special attention to the development of an historical and a geographical sense;

(*e*) introducing manual training and improving science teaching.

(2) To increase largely the grants-in-aid, in order that aided institutions may keep pace with the improvements in Government schools on the abovementioned lines, and to encourage the establishment of new aided institutions where necessary.

(3) To multiply and improve training colleges so that trained teachers may be available for public and private institutions.

(4) To found Government schools in such localities as may, on a survey of ...itions and with due regard to economy of educational effort and expense, ...ire t...

23. The Government of India also desire that the grant-in-aid rules should be made more elastic so as to enable each school, which is recognised as necessary and conforms to the prescribed standards of management and efficiency, to obtain the special assistance which it requires in order to attain the fullest measure of utility. As larger grants become available and as the pay and the personnel of the teaching staff are improved, it will be possible for the inspecting officer to concentrate his attention more and more upon the general quality of instruction. Full encouragement can then be given to improved and original methods of teaching and courses; and gradually the grant-earning capacity of an institution will come to be judged on grounds of general efficiency and desert rather than by rigid rules of calculation.

Grants-in-aid.

24. The introduction of a school course complete in itself and of a modern and practical character, freed from the domination of the Matriculation examination, was recommended in the first instance by the Education Commission of 1882. In some provinces and particularly in Madras real progress has been made towards the accomplishment of this reform. The figures for 1901–02 and 1910–11 are—

Modern side.

	1901–02.		1910–11.	
	School Final (candidates).	Matriculation (candidates).	School Final (candidates).	Matriculation (candidates).
Madras and Coorg	194	7,682	7,317 *	782
Bombay	1,162	3,731	1,360	3,766
United Provinces	52	1,704	946	2,206
Central Provinces		473	538	702

In other provinces the School Final examination has not yet been established except for special purposes. The total number of candidates in 1910-11 for the School Final examination or leaving certificate in all British provinces was 10,161; that of candidates for Matriculation was 16,962.

25. The principal objects of the School Final examination are adaptability to the courses of study and avoidance of cram. In those provinces in which a School Final examination or school leaving certificate has not been introduced the Government of India desire that it should be instituted as soon as practicable. They suggest for the consideration of Local Governments and Administrations further developments of the system in regard to the character of the tests by which certificates are granted at the end of the school course. Before proceeding further, however they restate and emphasise the three principles laid down by the Indian Universities' Commission in paragraph 170 of their report—

Secondary English School Leaving Certificate.

"(1) The conduct of a school final or other school examination should be regarded as altogether outside the functions of a university.

"(2) It would be of great benefit to the Universities if the Government would direct that the Matriculation examination should not be accepted as a preliminary or full test for any post in Government service. In cases where the Matriculation examination qualifies for admission to a professional examination the School Final examination should be substituted for it.

"(3) It would be advantageous if the School Final examination could, in the case of those boys who propose to follow a University career, be made a sufficient test of Fitness to enter the University. Failing this, the best arrangement would appear to be that the matriculation candidate should pass in certain subjects in the School Final examination, and be examined by the University with regard to any further requirements that may be deemed necessary."

26. The value of external examination cannot be overlooked. It sets before the teacher a definite aim and it maintains a standard; but the definite aim often unduly overshadows instruction, and the standard is necessarily narrow and in view of the large numbers that have to be examined must confine itself to mere examination achievement, without regard to mental development or general character. On the other hand the drawbacks of e... ...ina...

* School leaving cer...

more generally apparent, and attention was prominently drawn to them in the Report of the Consultative Committee on Examinations in Secondary Schools in England. They fail, especially in India, in that they eliminate the inspecting and teaching staff as factors in the system, that they impose all responsibility upon a body acquainted but little (if at all) with the schools examined, that they rely upon written papers, which afford no searching test of intellect, no test at all of character or general ability, and that they encourage cram.

27. A combination of external and internal examinations is required. The Government of India consider that, in the case of a school recognised as qualified to present candidates for a school leaving certificate, a record should be kept of the progress and conduct of each pupil in the highest classes of the school, and that the inspector should enter his remarks upon these records at his visits and thus obtain some acquaintance with the career of each candidate during the two or three years before examination. These records, together with the marks obtained by pupils at school tests, would be valuable and would supplement a test conducted partly through written papers on the more important subjects of instruction, but also orally and with regard to the pupil's past career. The oral examination would be conducted by the inspector in consultation with members of the staff. A large increase in the superior inspecting staff would be required to work a system of this kind and safeguards would be necessary to protect teachers from undue influences; the Government of India are prepared to assist, with such grants as they may be able to afford, the introduction of any such system which may be locally practicable. The school leaving certificate systems of Madras and the United Provinces fulfil many of the requirements of the reform in view, but their precise characteristics may not be found altogether suitable in other areas. Some such system, however, as has been sketched above, adapted to local conditions, would, it is believed, be most beneficial and do more than anything else to foster a system under which scholars would be taught to think for themselves instead of being made to memorize for examination purposes. Next to the improvement of the pay and prospects of teachers, which must accompany and even precede its introduction, this is perhaps the most important reform required in secondary English education.

Technical and Industrial Education.

28. No branch of education at present evokes greater public interest than technical and industrial instruction. Considerable progress has been made since 1904. Existing educational institutions have been overhauled and equipped for new courses. Scholarships tenable in Europe and America have been established. Thanks to the generosity of the Tata family, seconded by liberal financial aid from the Government of India and His Highness the Maharaja of Mysore, an Indian Institute of Science, designed upon a large scale, has been established at Bangalore; it was thrown open to pupils in 1911. The establishment of a Technological Institute at Cawnpore for the chemistry of sugar manufacture and leather, for textiles and for acids and alkalis, has been sanctioned. Industrial schools have been opened in several provinces. Altogether the number of technical and industrial schools has risen since 1904 from 88 to 218, and the number of pupils from 5,072 to 10,535.

Technical Scholarships.

29. The system of technical scholarships tenable abroad is still on trial, and a committee is examining the whole question in England. It is not always easy to arrange suitable courses of study; and study abroad puts the pupils at a disadvantage in removing them from the environment of Indian trade conditions. From the information available it appears that, of 73 scholars sent abroad, 36 have not returned to India while 18 are at present industrially employed in India.

Co-ordination in Technical Education.

30. The policy to be pursued in regard to technical and industrial education was discussed at the Allahabad Conference. The Government of India accept the conclusions of that conference that progress should continue along the lines generally followed hitherto, viz., that—

(1) the Indian Institute of Science, which provides for research, the application of processes and the production of thoroughly trained managers, should [illegible], and become eventually a complete faculty of pure

(2) the larger provincial institutions, which attract students from different parts of India, and afford instruction in practical methods of management and supervision, should in the first instance specialise along lines converging on local industries—a plan which will prevent overlapping and make for economy. Subsequently, as industries arise and the demand for managers and foremen increases, other and more varied courses may be found necessary;

(3) the lesser industrial schools, minor weaving institutions, such of the schools of art as have an industrial bent, the artisan classes in Bengal, and trade schools generally, should be permanently directed toward such industries as exist in the localities where the institutions are situated.

Technical education on commercial lines.

31. The question has arisen as to how far educational institutions should develop on commercial lines. It has been decided that while educational institutions should in no case trade on commercial lines, in certain cases instruction in industrial schools may be supplemented by practical training in workshops where the application of new processes needs to be demonstrated. In certain cases, also, it will be necessary to purchase and maintain experimental plant for demonstrating the advantages of new machinery or new processes, and for ascertaining the data of production.

Industrial openings for Indians.

32. Quite recently Lieutenant-Colonel E. H. deV. Atkinson, R.E., principal of the Thomason College, Roorkee, and Mr. T.S. Dawson, principal of the Victoria Jubilee Technical Institute, Bombay, were deputed to enquire how technical institutions can be brought into closer touch and more practical relations with the employers of labour in India. Their report contains many suggestions which are under consideration, and emphasises the necessity of studying the demand for technically-trained men, of attracting Indian capital to industrial enterprise and of supplementing tuition at college by a period of apprenticeship. It also indicates that, while the field of employment or occupation in the highest grades is at present limited, the outlook for Indians is generally hopeful, provided the necessity for preliminary practical training is fully realised.

Schools of Art.

33. There are four government schools of art in India with some 1,300 pupils, of which two are mainly industrial schools or schools of design. Interesting developments are the rise at the Calcutta institution of a new school of Indian painting, which combines Indian treatment of subjects with western technique, and the foundation of an architectural branch in the institution at Bombay. But much remains to be done in connection with the indigenous art industries. This matter requires careful expert consideration. The Government of India will address Local Governments on the subject and for the present content themselves with advocating the importance and urgency of preserving for, and in, India scientifically arranged collections of the products of its ancient and modern arts and crafts. The understanding and appreciation of eastern art-work in Europe and America is draining good specimens in increasing volume into the public collections of those continents.

Museums.

34. The relation of museums to the educational systems of India was discussed at the conference held at Simla in July 1911. Much valuable work has been done by the zoological and geological sections of the Indian Museum at Calcutta, which are now equipped on modern lines. The archæological section of the same museum has recently been re-organised under the direction of Mr. Marshall, Director-General of Archæology. In provinces outside Bengal also there has been good progress in the right direction, but in the case of most local museums there is need of better equipment and a stronger staff. One of the most urgent needs in India is an ethnographic museum under scientific management designed to illustrate Indian civilisation in its varied phases. Otherwise students in the future will be compelled to visit the museums of Paris, Berlin, Munich and other places in order to study subjects, which should clearly be studied best on Indian soil. The Government of India will consult expert opinion on the subject; as at present advised they are inclined to favour the formation of a museum of Indian arts and ethnography at Delhi. Their accepted policy, though some overlapping is inevitable, is to develop lo[illegible]

with special regard to local interest and to concentrate on matters of general interest in imperial museums. How to make museums more useful educationally and secure greater co-operation between museum authorities and educational authorities is a matter on which they have addressed Local Governments.

Agricultural Education.

35. The present scheme of agricultural education originated under Lord Curzon's government and is, in fact, only seven years old. Previous to the year 1905, there was no central institution for research or teaching and such education as was then imparted in agriculture, was represented by two colleges and three schools, in a more or less decadent condition. Very few Indians then had any knowledge of science in its application to agriculture and still fewer were capable of imparting such knowledge to others. In the year 1905 a comprehensive scheme was evolved under which arrangements were made both for the practical development of agriculture by Government assistance and also for teaching and research in agriculture and subjects connected with it. A central institution for research and higher education was established at Pusa. The existing schools and colleges were reconstituted, improved and added to. Farms for experiments and demonstration were started, and as time went on, a change was effected in regard to agricultural education in its earlier stages. As now constituted the scheme of agricultural education has three main features, viz., (*a*) the provision of first class opportunities for the higher forms of teaching and research, (*b*) collegiate education and (*c*) the improvement of secondary and primary education.

36. The institute at Pusa, maintained at a cost of four lakhs a year, has 37 Europeans and Indians on its staff, engaged partly in research, partly in post-graduate education and the instruction, through short courses, of students or agriculturists in subjects which are not regularly treated in provincial institutions. There are now six provincial institutions, containing over 300 students and costing annualy between five and six lakhs of rupees. Practical classes for agriculturists have also been established at various centres in several provinces. In the ordinary elementary schools, formal agriculture is not taught; but in some provinces a markedly agricultural colour is given to the general scheme of education.

Veterinary Education.

37. Veterinary research is carried on at the Bacteriological Laboratory at Muktesar. The scheme of veterinary colleges has been thoroughly reorganised since 1904. There are now four such institutions, with 511 students, as well as a school at Rangoon. These institutions meet fairly well the growing demand for trained men.

Forestry Education.

38. The College at Dehra Dun has recently been improved; and a research institution has been established in connection with it. Indians can here obtain an education in forestry which approximates to that ordinarily obtainable in Europe.

Medical Education.

39. Instruction in the western system of medicine is imparted in five reorganised colleges and fifteen recognised schools in British India. These now annually produce between six and seven hundred qualified medical practitioners. A Medical Registration Act has recently been passed for the presidency of Bombay, under which passed students of such schools are entitled to become registered; and a similar Act is now under consideration in the presidency of Bengal. In Calcutta there are four self-constituted medical schools, the diplomas of which are not recognised by the Government of India. Among recent developments may be mentioned the establishment of an X-ray institute at Dehra Dun, and the formation of post-graduate classes in connection with the Central Research Institute at Kasauli. These latter include training in bacteriology and technique and preparation for special research; classes of practical instruction in malarial technique are also held twice a year at Amritsar under the officer in charge of the malarial bureau.

40. Other projects are engaging the attention of the Government of India, including the institution of a post-graduate course of tropical medicine. The practical want of such a course has long been felt; and the Government of India are in communication with the Secretary of State regarding its establishment in the

Medical College at Calcutta. The Calcutta University have expressed their willingness to co-operate by instituting a diploma to be open to graduates who have taken the course in tropical medicine. A scheme for a similar course in Bombay is also under consideration. The Government of Madras have submitted a scheme for the construction of a pathological institute and the appointment of a whole-time professor of pathology with a view to improve the teaching of that subject at the Madras Medical College. Other matters which are likely to come to the front at no distant date are the improvement of the Medical College at Lahore and its separation from the school, the improvement of the Dacca Medical School and the provision of facilities for medical training in the Central Provinces.

41. The subject of medical education is one in which the Government of India are deeply interested It is also one that may be expected to appeal with special force to private generosity. A problem of particular importance is the inducement of ladies of the better classes to take employment in the medical profession and thus minister to the needs of the women, whom the *purdah* system still deters from seeking timely medical assistance. One of the hindrances hitherto has been that Indian ladies are able to obtain instruction only in men's colleges or in mixed classes. With a view to remedying this defect and commemorating the visit of the Queen-Empress to Delhi, certain of the Princes and wealthy landowners in India have now come forward with generous subscriptions in response to an appeal by Her Excellency Lady Hardinge, who has decided to merge in this project her scheme for a school for training Indian nurses and midwives. The Government of India are considering proposals to found a women's medical college and nurses' training school at Delhi with the help of a subvention from Government. Proposals are also under consideration for assisting the National Association for supplying female medical aid to the women of India (the Countess of Dufferin's Fund) to improve the position of their staff.

Legal Education.

42. There has been a marked development of legal education in the last decade. First it has been concentrated. In 1901 there were 35 institutions, colleges, classes and schools, containing 2,800 students. At the present time there are 27 institutions with a slightly larger number of students. The Madras and Bombay Presidencies, Burma and Central Provinces each possess a single institution; and in Bengal the instruction for the degree of bachelor of law has been restricted to certain colleges, although other institutions are still recognised for the pleadership examination. A law college has been established on a liberal scale under the Univesity of Calcutta. This concentration has resulted in greater efficiency and greater expenditure. In 1901, the cost to Government was a little over Rs. 7,000 and the total cost was 1¼ lakhs. At present the cost to Government is over Rs. 45,000 and the total cost over Rs. 2,83,000. Secondly the courses have been remodelled and in some cases lengthened. The Government of India will be glad to see an extension of the policy of concentration and improvement. They also desire to see suitable arrangements made for the residence and guidance of law students.

Commercial Education.

43. There has recently been a considerable expansion in commercial education. Nine years ago there were ten colleges with less than 600 students, and Government spent less than Rs. 4,000 upon these institutions. At the present time there are 26 institutions, three of which are under the management of Government, the enrolment is now over 1,500 and the expenditure from provincial funds is over Rs. 22,000. The standard attained in the majority of these institutions is not, however, high, and the instruction given in them prepares for clerical duties in Government and business offices rather than for the conduct of business itself. A project for a commercial college of a more advanced type in Bombay has been sanctioned and the Government of India are considering the question of making arrangements for organised study of the economic and allied sociological problems in India.

University Education.

44. Good work, which the Government of India desire to acknowledge, has been done under conditions of difficulty by the Indian Universities; and by common consent the Universities Act of 1904 has had beneficial results; but the condition of university education is still far from satisfactory in regard to

arrangements, control, the course of study and the system of examination. The Government of India have accordingly again reviewed the whole question of university education.

Affiliating and teaching Universities.

45. It is important to distinguish clearly on the one hand the federal university, in the strict sense, in which several colleges of approximately equal standing separated by no excessive distance or marked local individuality are grouped together as a university—and on the other hand the affiliating university of the Indian type, which in its inception was merely an examining body, and, although limited as regards the area of its operations by the Act of 1904 has not been able to insist upon an identity of standard in the various institutions conjoined to it. The former of these types has in the past enjoyed some popularity in the United Kingdom, but after experience it has been largely abandoned there; and the constituent colleges which were grouped together have for the most part become separate teaching universities, without power of combination with other institutions at a distance. At present there are only five Indian universities for 185 arts and professional colleges in British India besides several institutions in Native States. The day is probably far distant when India will be able to dispense altogether with the affiliating university. But it is necessary to restrict the area over which the affiliating universities have control by securing in the first instance a separate university for each of the leading provinces in India and secondly to create new local teaching and residential universities within each of the provinces in harmony with the best modern opinion as to the right road to educational efficiency. The Government of India have decided to found a teaching and residential University at Dacca and they are prepared to sanction under certain conditions the establishment of similar universities at Aligarh and Benares and elsewhere as occasion may demand. They also contemplate the establishment of universities at Rangoon, Patna and Nagpur. It may be possible hereafter to sanction the conversion into local teaching universities, with power to confer degrees upon their own students, of those colleges which have shown the capacity to attract students from a distance and have attained the requisite standard of efficiency. Only by experiment will it be found out what type or types of universities are best suited to the different parts of India.

Higher studies.

46. Simultaneously the Government of India desire to see teaching faculties developed at the seats of the existing universities and corporate life encouraged, in order to promote higher study and create an atmosphere from which students will imbibe good social, moral and intellectual influences. They have already given grants and hope to give further grants hereafter to these ends. They trust that each university will soon build up a worthy university library, suitably housed, and that higher studies in India will soon enjoy all the external conveniences of such work in the west.

47. In order to free the universities for higher work and more efficient control of colleges, the Government of India are disposed to think it desirable (in provinces where this is not already the case) to place the preliminary recognition of schools for purposes of presenting candidates for matriculation in the hands of the Local Governments and in case of Native States of the durbars concerned while leaving to the universities the power of selection from schools so recognised. The university has no machinery for carrying out this work and in most provinces already relies entirely on the departments of public instruction, which alone have the agency competent to inspect schools. As teaching and residential universities are developed the problem will become even more complex than it is at present. The question of amending the Universities Act will be separately considered.

48. The Government of India hope that by these developments a great impetus will be given to higher studies throughout the India and that Indian students of the future will be better equipped for the battle of life than the students of the present generation.

Chiefs' Colleges.

49. The chiefs' colleges advance in popularity. In developing character and imparting ideas of corporate life they are serving well the purpose for which they [illegible]d. The[illegible] attaining steadily increasing intellectual efficiency, but

the Committee of the Mayo College, Ajmere, have decided that it is necessary to increase the European staff. The post diploma course has on the whole worked satisfactorily and there is now a movement on foot to found a separate college for the students taking this course. Such a college may in the future become the nucleus of a university for those who now attend the chiefs' colleges.

50. The grave disadvantages of sending their children to England to be educated away from home influences at the most impressionable time of life are being realised by Indian parents. The Government of India have been approached unofficially from more than one quarter in connection with a proposal to establish in India a thoroughly efficient school staffed entirely by Europeans and conducted on the most modern European lines for the sons of those parents who can afford to pay high fees. No project is yet before them but the Government of India take this opportunity to express their sympathy with the proposal and should sufficient funds be forthcoming will be glad to assist in working out practical scheme.

Training of teachers.

51. Few reforms are more urgently needed than the extension and improvement of the training of teachers, for both primary and secondary schools in all subjects including, in the case of the latter schools, science and oriental studies. The object must steadily be kept in view that eventually under modern systems of education no teacher should be allowed to teach without a certificate that he is qualified to do so. There are at present 15 colleges and other institutions for the instruction of those who will teach through the medium of english; these contain nearly 1,400 students under training. There are 550 schools or classes for the training of vernacular (mainly primary) teachers; and their students number over 11,000. The courses vary in length from one to two years. The number of teachers turned out from these institutions does not meet the existing demand and is altogether inadequate in view of the prospects of a rapid expansion of education in the near feature. The Government of India desire Local Governments to examine their schemes for training teachers of all grades and to enlarge them so as to provide for the great expansion which may be expected, especially in primary education.

52. As regards training colleges for secondary schools some experience has been gained. But the Government of India are conscious that the subject is one in which a free interchange of ideas based on the success or failure of experiment is desirable. The best size for a practising school and the relations between it and the college; the number of students in the college for which the practising school can afford facilities of demonstration without losing its character as a model institution; the nature of and the most suitable methods of procedure in practical work; the relative importance of methodology and of psychological study; the best treatment of educational history; the extent to which it is desirable and practicable to include courses in subject matter in the scheme of training, especially courses in new subjects as manual training and experimental science; the points in which a course of training for graduates should differ from one for non-graduates; the degree to which the body awarding a diploma in teaching should base its award on the college records of the student's work—these and other unsolved questions indicate that the instructors in training colleges in different parts of India should keep in touch with each other and constantly scrutinize the most modern developments in the west. Visits made by selected members of the staff of one college to other institutions and the pursuit of furlough studies would seem especially likely to lead to useful results in this branch of education.

Pay and prospects of the services.

53. The Government of India have for some time had under consideration the improvement of the pay and prospects of the educational services, Indian Provincial and Subordinate. They had drawn up proposals in regard to the first two services and approved some schemes forwarded by Local Governments in regard to third, when it was decided to appoint a Royal Commission on the Public Service of India. The Government of India recognise that improvement in the position of all the educational services is required, so as to attract first class men in increasing numbers, and while leaving questions of reorganisation for the consideration of the commission are considering minor proposals for the improvement of position of these services. They attach the greatest importance to the provision for the old age of

teachers, either by pension or provident fund. Teachers in Government institutions and in some areas, teachers in schools managed by local bodies are eligible for these priviieges. But it is necessary to extend the provision in the case of board and municipal servants and still more in the case of teachers of privately managed schools, for the great majority of whom no such system exists. It is not possible to have a healthy moral atmosphere in any schools, primary or secondary, or at any college when the teacher is discontented and anxious about the future. The Governor-General in Council desires that due provision for teachers in their old age should be made with the least possible delay. Local Governments have already been addressed upon this subject.

Education of the domiciled community.

54. The defective state of the education of the domiciled community has long been remarked. Many suggestions have from time to time been made for its improvement. An influential committee, presided over by Sir Robert Laidlaw, is now collecting funds for the schools of all denominations except Roman Catholic schools. As in the case of secondary english education and for similar reasons the policy has been, and is, to rely on private enterprise guided by inspection and aided by grants from public funds. The Government of India have never had any intention of changing their policy. But in order to discuss the whole question and to obtain definite practical suggestions of reform they assembled an inflential conference at Simla last July.

55. The recommendations of the conference were numerous and far-reaching. The Government of India are prepared to accept at once the view that the most urgent needs are the education of those children who do not at present attend school and the improvement of the pay and prospects of teachers. They are also disposed to regard favourably the proposal to erect a training college at Bangalore with arts and science classes for graduate courses attached to it. They recognise that grants-in-aid must be given in future on a more liberal scale and under a more elastic system. They will recommend to Local Governments the grant of a greater number of scholarships to study abroad. The proposals to re-classify the schools, to introduce leaving certificates, to include in courses of instruction general hygiene and physiology, special instruction in temperance and the effect of alcohol on the human body, and the several other detailed proposals of the conference will be carefully considered in the light of the opinions of Local Governments when they have been received.

56. The suggestion was put forward and largely supported at the conference that European education should be centralised under the Government of India. This suggestion cannot be accepted. Apart from the fact that decentralisation is the accepted policy of Government, the course of the discussion at the conference showed how different were the conditions of life of members of the domiciled community in different parts of India, and how these differences necessarily reacted on their educational arrangements. The Government of India are convinced that although some difficulties might be removed, more would be created, by centralisation.

Education of Muhammadans.

57. The figures and general remarks contained in this Resolution are general and applicable to all races and religions in India, but the special needs of the Muhammadans and the manner in which they have been met demands some mention. The last nine years have witnessed a remarkable awakening on the part of this community to the advantages of modern education. Within this period the number of Muhammadan pupils has increased by approximately 50 per cent. and now stands at nearly a million and a half. The total Muhammadan population of India is now 57,423,866 souls. The number at school accordingly represents over 16 7 per cent. of those of a school-going age. Still more remarkable has been the increase of Muhammadan pupils in higher institutions, the outturn of Muhammadan graduates having in the same period increased by nearly 80 per cent. But, while in primary institutions the number of Muhammadans has actually raised the proportion at school of all grades among the children of that community to a figure slightly in excess of the average proportion for children of all races and creeds in India, in the matter of higher education their numbers remain well below that proportion notwithstanding the large relative increase. The facilities offered to Muhammadans vary in different

provinces but generally take the form of special institutions, such as *madrassas*, hostels, scholarships and special inspectors. The introduction of simple vernacular courses into *maktabs* has gone far to spread elementary education amongst Muhammadans in certain parts of India. The whole question of Muhammadan education, which was specially treated by the commission of 1882, is receiving the attention of the Government of India.

Oriental studies.

58. The Government of India attach great importance to the cultivation and improvement of oriental studies. There is increasing interest throughout India in her ancient civilisation, and it is necessary to investigate that civilisation with the help of the medium of western methods of research and in relation to modern ideas. A conference of distinguished orientalists held at Simla in July 1911 recommended the establishment of a central research institute on lines somewhat similar to those of L'Ecole Française d'Extrême Orient at Hanoi. The question was discussed whether research could efficiently be carried on at the existing universities; and the opinion predominated that it would be difficult to create the appropriate atmosphere of oriental study in those universities as at present constituted, that it was desirable to have in one institution scholars working on different branches of the kindred subjects which comprise orientalia and that for reasons of economy it was preferable to start with one institute well-equipped and possessing a first-class library. The Government of India are inclined to adopt this view and to agree with the conference that the central institute should not be isolated, that it should be open to students from all parts of India and that it should as far as possible combine its activities with those of the universities of India and different seats of learning. The object of the institute as apart from research is to provide Indians highly trained in original work who will enable schools of Indian history and archæology to be founded hereafter, prepare *catalogues raisonnés* of manuscripts, develop museums and build up research in universities and colleges of the different provinces. Another object is to attract in the course of time *pandits* and *maulvis* of eminence to the institute and so to promote an interchange of the higher scholarship of both the old and the new school of orientalists throughout India. But before formulating a definite scheme the Governor-General in Council desires to consult Local Governments.

Preservation of the ancient learning.

59. While making provision for scholarship on modern lines, the conference drew attention to the necessity of retaining separately the ancient and indigenous systems of instruction. The world of scholarship, they thought, would suffer irrepairable loss if the old type of *pandit* and *maulvi* were to die out before their profund knowledge of their subjects had been made available to the world; and encouragement rather than reform was needed to prevent such an unfortunate result. Certain proposals for encouragement were made at the conference, *viz.*,—

(*a*) grants to Sanskrit colleges, *madrassas*, *tols*, *patshalas*, *maktabs*, *pongyi kyaungs* and other indigenous institutions in order to secure better salaries for teachers and to enable students by fellowships or scholarships to carry their education to the highest point possible;

(*b*) the appointment of specially qualified inspectors in orientalia;

(*c*) the provision of posts for highly trained *pandits* and *maulvis*;

(*d*) the grant of money rewards for oriental work.

The Government of India hope to see the adoption of measures that are practicable for the maintenance and furtherance of the ancient indigenous systems of learning and have called for proposals from the Local Governments to this end.

Experts required.

60. The functions of local bodies in regard to education generally and their relations with the departments of public instruction are under the consideration of the Government of India. But it is clear that if comprehensive systems are to be introduced expert advice and control will be needed at every turn. The Government of India propose to examine in communication with Local Governments the organization for education in each province and its readiness for expansion. A suggestion has been made that the Director of Public Instruction should be *ex-officio* Secretary to Government. The Government of India agreeing with the great majority

Local Governments are unable to accept this view, which confuses the position of Administrative and Secretariat officers; but they consider it necessary that the Director of Public Instruction should have regular access to the head of the administration or the member in charge of the portfolio of education. The Government of India wish generally to utilise to the full the support and enthusiasm of district officers and local bodies in the expansion and improvement of primary education; but the large schemes, which are now in contemplation, must be prepared with the co-operation and under the advice of experts. A considerable strengthening of the superior inspecting staff, including the appointment of specialists in science, orientalia, etc., may be found necessary in most provinces. In Madras an experienced officer in the Education department has been placed on special duty for two years to assist the Director of Public Instruction to prepare the scheme of expansion and improvement in that province, and the Government of India would be glad to see a similar arrangement in all the major provinces should the Local Governments desire it.

Interchange of views.

61. In the resolution of 1904 it was stated that arrangements would be made for periodical meetings of the Directors of Public Instruction in order that they might compare their experience of the results of different methods of work and discuss matters of special interest. The Government of India have already held general conferences at which the directors attended and they are convinced that periodical meetings of directors will be of great value. While each province has its own system it has much to learn from other provinces, and, when they meet, directors get into touch with new ideas and gain the benefit of experience obtained in other provinces. The Government of India are impressed with the necessity not only of exchange of views amongst experts but also of the advantages of studying experiments all over India on the spot; and in a letter of the 7th July 1911, they invited Local Governments to arrange that professors of arts and technical colleges and inspectors of schools should visit institutions outside the province where they are posted, with a view to enlarging their experience.

Conclusion.

62. Such in broad outline are the present outlook and the general policy for the near future of the Government of India. The main principles of this policy were forwarded to His Majesty's Secretary of State on the 28th September 1911, and parts of it have already been announced. It was, however, deemed convenient to defer the publication of a resolution until the whole field could be surveyed. This has now been done. The Governor-General in Council trusts that the growing section of the Indian public which is interested in education will join in establishing, under the guidance and with the help of Government, those quickening systems of education on which the best minds in India are now converging and on which the prospect of the rising generation depend. He appeals with confidence to wealthy citizens throughout India to give of their abundance to the cause of education. In the foundation of scholarships; the building of hostels, schools, colleges, laboratories, gymnasia, swimming baths, the provision of playgrounds and other structural improvements; in furthering the cause of modern scientific studies and especially of technical education; in gifts of prizes and equipment, the endowment of chairs and fellowships, and the provision for research of every kind there is a wide field and a noble opportunity for the exercise on modern lines of that charity and benevolence for which India has been renowned from ancient times.

Government of Madras.
Do. Bombay.
Do. Bengal
Do. the United Provinces.
Do. the Punjab.
Do. Burma.
Do. Bihar and Orissa.
The Honourable the Chief Commissioner, Central Provinces.
The Honourable the Chief Commissioner, Assam.
The Chief Commissioner of Coorg.
The Honourable the Chief Commissioner and Agent to the Governor-General, North-West Frontier Province.
The Home Department.
The Foreign Department.
The Department of Revenue and Agriculture.
Do. Commerce and Industry.

Order.—Ordered, that a copy of the above Resolution be forwarded for information to the Local Governments and Administrations and the Departments of the Government of India noted on the margin.

Ordered, also, that the Resolution be published in the Supplement to the *Gazette of India*.

H. Sharp,
Joint Secretary to the Govt. of India.

To the Government of Madras.

Order—No. 394, Educational, dated 1st May 1913.

Communicated to the Director of Public Instruction for information and guidance. As regards the question referred to in paragraph 7 of the resolution of appointing a committee of experts to make a thorough enquiry into the school and college hygiene, the Director of Public Instruction is already engaged in constituting a committee for that purpose as stated in paragraph 10 of the memorandum printed with G.O. No. 264, Educational, dated 27th March 1913.

(True Extract.)

L. Davidson,
Ag. Secretary to Government.

To the Director of Public Instruction.
,, Superintendent, Government Museum.
,, Commissioner for Government Examinations.
,, Public Department.
,, Revenue Department.
,, Local and Municipal Department.
,, Financial Department.
, Registrar, University of Madras.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O. No. 394, EDUCATIONAL, DATED 1ST MAY 1913.

[SUBJECT.—*Educational policy of the Government of India.*]

From the Government of India, No. 301-*C.D., dated* 21*st February* 1913.

The resolution may be communicated to the Director of Public Instruction for information and guidance and he may also be requested to submit a report on the various points dealt with in the resolution which affect this Presidency. The lines of policy laid down in this resolution are already mostly being adopted here.

2. There appear to be only a few points which require special consideration :—

(i) In paragraph 7 of the resolution, the Government of India recommend the appointment of a small committee of experts, medical and educational, to make a thorough enquiry into school and college hygiene.

(ii) In paragraph 14, they commend the provision of special classes in secondary English schools for scholars who have been through vernacular school in order to give them a ground in English.

(iii) In paragraph 25 they suggest further developments of the system of secondary school leaving certificates in regard to the character of the tests by which certificates are granted at the end of the school course.

(iv) In paragraph 51 they desire an examination of the schemes for training teachers of all grades and their enlargement so as to provide for the great expansion which may be expected, especially in primary education.

(v) In paragraph 55 they recommend the grant of a greater number of scholarships to members of the domiciled community to study abroad.

3. Of these suggestions the Director may be called upon to submit proposals for the appointment of a committee. Suggestions (ii) to (iv) may be left to the Director of Public Instruction to report upon. Suggestion (v) is already in a measure covered by the special reference from the Government of India in their letter No. 23-C.D., dated 8th January 1913, which is under reference to the Director of Public Instruction. Please see page 3 of G.O. No. 70, Educational, dated 29th January 1913.

4. The resolution further deals with museums, agricultural, veterinary, forestry, medical and university education and the functions of local bodies in regard to education. It may therefore be communicated to the Superintendent, Government Museum, the Revenue Department, the Public Department, the University of Madras and the Local and Municipal Department.

5. The draft below is for approval.

T. KANAKASUNDARAM PILLAI—11-4-13.

C. RAMANUJA CHARI—17-4-13.

The draft is for approval.

T. E. MOIR—17-4-13.

(Draft Order.)

Communicated to the Director of Public Instruction for information and guidance, with the request that he will submit, with reference to paragraph 7 of the resolution, proposals for the appointment of a committee to enquire into school and college hygiene and a report on the other points dealt with in the resolution which affect this Presidency.

T. KANAKASUNDARAM PILLAI—11-4-13.

C. RAMANUJA CHARI—17-4-13.

T. E. MOIR—17-4-13.

I assume this is necessary: but being ignorant of procedure, I should be glad to be informed.

This committee was announced to the Legislative Council by a memorandum by the Director of Public Instruction laid upon the Editors' Table and subsequently mentioned and commented upon in debate.

Is it now necessary to ask him to frame proposals, which he is publicly known to be engaged in framing? If not, this order might stop at the word "guidance" [in line 1].

P[ENTLAND]—24-4-13.

Please see paragraph 10 of the memorandum prepared by the Director of Public Instruction printed with G.O. No. 264, Educational, dated 27th March 1912. In this the Director stated that it was proposed to take steps to conduct an enquiry into the educational hygiene and cognate matters with the aid of a small committee. Presumably the idea of the committee was suggested by India's resolution itself. It is not however clear from the memorandum whether the Director would submit proposals to Government for the constitution of the committee. As there was a specific reference on the question in the resolution and as the scope of work and constitution of the committee were definitely detailed therein, it was thought necessary specifically to call upon the Director to submit proposals for the *approval of Government*. If it is however considered unnecessary to call for any report from the Director of Public Instruction perhaps a mere reference to the memorandum on this question will do in the present case. If this is accepted, the following may be substituted for the portion of the draft after the word "guidance":—

"As regards the question referred to in paragraph 7 of the resolution, of appointing a committee of experts to make a thorough enquiry into the school and college hygiene, the Director of Public Instruction is already engaged in constituting a committee for that purpose as stated in paragraph 10 of the memorandum printed with G.O. No. 264, Educational, dated 27th March 1913."

C. RAMANUJACHARI—27-4-13.

This is the correct procedure. Mr. Moir who dealt with the papers in my absence through illness was not cognizant of the stage which matters had reached.

L. DAVIDSON—28-4-13.

P[ENTLAND]—29-4-13.

[G.O. No. 394, Educational, dated 1st May 1913.]

19

Educational Department.

C.No.684, from the Govt. of India, No.301-C.D., d/21-2-1913.

ORDER: No 394 Edl dt 1-5-13
P.S.

Communicated to the Director of Public Instruction for information and guidance. As regards the question referred to in para.7 of the resolution of appointing a committee of experts to make a thorough enquiry into the school and college hygiene, the Director of Public Instruction is already engaged in constituting a committee for that purpose as stated in para.10 of the Memorandum printed with G.O.No.264, Edl., dated 27th March 1913.

L.D.
28.4.13

To the D.P.I. 2041-
" Supt., Govt.Museum.
" Commr. for Govt.Exams.
" Public Department.
" Revenue Department.
" Local & Muni.Dept.
" Financial Department.
" Regr., University of Madras.

(13)

99—17-12-09.

~~ORDINARY~~ PREFERENCE. URGENT (a).

LOCAL AND MUNICIPAL DEPARTMENT.

225

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