

Home (1917) Department.
Education

Ordinary SERIES.

G.O. No. 858

DATED 26. 6. 17

INDEXED

[Despatch Abstract.]

Legislative Council Resolution.

Recording the resolution moved by the Honourable Mr. A. S. Krishna Rao Pantulu in the meeting of 2nd April 1917 regarding the committee to formulate a scheme for the expansion of elementary education.

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NOTES CONNECTED WITH A RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[For the meeting of 2nd April 1917.]

[SUBJECT.—Committee to formulate a scheme for the expansion of elementary education.]

The Hon'ble Mr. A. S. KRISHNA RAO PANTULU :—

“IV. This Council recommends to His Excellency the Governor in Council to appoint a mixed committee of officials and non-officials to formulate a scheme for expansion and improvement of elementary education during the next ten years.”

HOME (EDUCATION) DEPARTMENT.

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Attention is solicited to the papers recorded in G.O. No. 723, Educational, dated the 18th June 1914, relating to a similar resolution moved by the Additional Member at the meeting of the Legislative Council held in April 1914, the only difference being that the present limits the programme to ten years. It was then pointed out in the office-note that the Director of Public Instruction had already prepared a rough estimate of schemes for the expansion and improvement of elementary education and that survey maps for each taluk showing the position of the existing schools and the localities in which additional schools would be required had been drawn up.

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G.O. 44-45, Educational, 10th January 1914,
and paragraph 1 on page 6 of G.O. 723,
Educational, 18th June 1914.

(2) The Secretary (Mr. Francis) then remarked “‘expansion of elementary education’ means more schools or better schools or both. If more schools are wanted, no

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Page 7 of G.O. 723, Educational, 18th June 1914.

“one can say where they are wanted better than the local bodies and the departmental officers. If schools need to be made better and stronger the departmental officer can again say on which of them all money may most usefully be spent and say it with more knowledge than any mixed committee.

“There seems to be no doubts of importance as to the way in which expansion should occur. It is financial difficulty alone which checks it.”

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(3) Two statements have also been recently laid on the table—one containing the proposals submitted to the Government of India for the expansion of elementary education during the years 1913-14 to 1915-16, and the other containing particulars as to how far they have been carried out.

2. In the course of his speech in the Legislative Council in 1914, the Additional Member urged that a committee would be useful to determine the funds available for elementary education and their apportionment between urban and rural areas, to judge as to the relative claims of

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Pages 10-11 of G.O. 723, Educational, 18th June 1914.

“expansion” and “improvement” and to advise Government whether the funds available should be spent on school buildings or in opening new schools. It was also stated that the proposed committee would be able to make useful suggestions in regard to an improvement in the duration of school life. The Hon'ble Mr. Stone in his reply however effectively pointed out that a committee was not necessary to determine questions of policy and that no hard and fast rule could be laid down in respect of any of the matters alluded to by the Additional Member.

3. Since the outbreak of the war it has not been possible for the Government of India to make large recurring grants for the improvement and expansion of elementary education, but everything possible is being done in that respect so far as the Provincial funds admit.

In these circumstances it is submitted that the resolution may be opposed. Orders are solicited as to who should be in charge of the resolution, whether further information should be called for and whether the resolution should be discussed in the Executive Council.

A.S.—22-3-17.

N.K.—22-3-17.

The file may first be sent to the Director of Public Instruction before it is circulated to His Excellency for orders.

C. RAMANUJA ACHARIYAR—22-3-17.

E. A. HARVEY—22-3-17.

Office of the Director of
Public Instruction.

I cannot think that such a committee would be of any use, if only because a scheme requires money and it is impossible to say what money there will be.

Extract from the Proceedings of a Meeting of the Council of the Governor at Fort St. George assembled for the purpose of J.H. Stone, and Regulations under the provisions of the Act of Parliament 23-3-17. S. 106. V. 1861

Home(Education)Dept.

Submitted for orders as to circulation to

His Excellency.

N.K.

14. This Court ^{N.R.} 24-3-17. Sends to His Excellency the Governor in Council to appoint a mixed committee of officials and non-officials to formulate a scheme for the expansion and improvement of them. C. Ramanuja Achariyar 24-3-17.
the next ten years.

"I rise to move H. E. resolution with the confidence and hope that I will be able to convince this Convention of the desirability of accepting this nomination. It was on the 6th January 1912 that His Gracious Majesty the King, E. A. Harvey, invited me to apply to the address of the Columbia University, 24-3-17. I have since been to spread over the land a network of schools and colleges from which will go forth the best and most useful citizens able to hold their own in the world."

The D.P.I. will please take this resolution and discuss with me before Thursday.

...of education in India will ever be very close to my heart. The P(entland) ... 26-3-17.

Money is what is essential: not schemes, nor committees. There is a scheme if not more than

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P(entland)

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Office of the Director of
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J. H. Stone,
23-3-17.

Home (Education) Dept.

Submitted for orders as to circulation

His Excellency.

J. H. Stone,
24-3-17.

C. Ramaswami Aiyar,
24-3-17.

E. A. Harvey,
24-3-17.

The D.P.I. will please take this resolution
and discuss with me before Thursday.

P. (England)
26-3-17.

Money is what is essential: not schemes,
nor committees. There is a scheme if not more than

one. Has it been published? It may have to be
modified owing to lapse of time, though not perhaps
in essentials: as the resolution will be opposed

P. (England)
26-3-17.

Extract from the Proceedings of a Meeting of the Council of the Governor of
Fort St. George assembled for the purpose of making Laws and Regu-
lations under the provisions of the Act of Parliament. 5 & 6 Geo. V,
Ch. 61.

The Council assembled at the Council Chamber, Fort St. George, at 11 a.m. on
Monday, the 2nd day of April 1917.

RESOLUTION RE COMMITTEE TO FORMULATE A SCHEME FOR THE EXPANSION OF ELEMENTARY EDUCATION.

The Hon'ble Mr. A. S. KRISHNA RAO:—"I have the honour to move the
following resolution:—

'IV. This Council recommends to His Excellency the Governor in Council
to appoint a mixed committee of officials and non-officials to formulate a
scheme for the expansion and improvement of elementary education during
the next ten years.'

"I rise to move this resolution with the confidence and hope that I will be able
to convince this Government of the desirability of accepting this resolution. It
was on the 6th January 1912 that His Gracious Majesty the King-Emperor stated
in reply to the address of the Calcutta University: '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.' Those notable
words formed the beginning of the famous resolution of the Government of India
dated 21st February 1913. Before I examine how far steps have been taken to
carry out that intention, before I consider the changes that have to be made in giving
effect to that intention as early as possible, it is but appropriate that I should take
a brief survey of the attempts made from time to time. I said 'a brief survey,'
because any detailed examination of the history of this question will necessarily take
a long time and the time allotted to us is not ordinarily sufficient for the purpose.

"As regards primary education various steps have been taken from the time of
the despatch of the Court of Directors in 1854 and it has always been recognized as
the sacred duty of the Government to have a wide diffusion of knowledge amongst
the masses. It will be found that the Education Commission of 1882 examined that
question; and then the obligation of the State was recognised for the expansion of
primary education. Again the Educational Resolution of 1904 was promulgated in
the time of Lord Curzon, who also pointed out, in unmistakeable terms, that it would
take a long time before the people of the country could approach the standard
approached by other advanced countries. It is stated to be the avowed policy of both

(Mr. A. S. Krishna Rao.)

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the Provincial and the Imperial Governments to do all that is in their power to further the education of the masses. Since 1910, vigorous measures were taken both on behalf of the people and of the Government. It was in 1910 the late Mr. Gokhale, whose death we all deplore, moved a resolution for free compulsory education. Again he made attempts in the year 1911 to introduce a Bill for that purpose. Various opinions were collected on that Bill and in the year 1912 it was rejected. In the year 1913, after considering the opinions received, the Government laid down their policy in the matter of expansion of elementary education. Though every one is agreed that the time will come and must come sooner or later for the introduction of free compulsory education—even the Hon'ble Mr. Stone admitted it the other day—still the difference is as to the ways and means, as to the time which is necessary for bringing about such a change. It would be remembered that so far as the principle is concerned, there has not been any difference of opinion between the spokesman of the people and the spokesman of the Government. There has been fortunately in this case a fair consensus of opinion. When this question was raised in the Imperial Council, we find that Sir Harcourt Butler, in reply to the Hon'ble Mr. Gokhale's motion for a wide diffusion of elementary education, spoke in these terms :—

'I say at once that I am really sorry to find myself in opposition to the Hon'ble Mr. Gokhale and those who support his motion. We are all really working for the same object. I should rejoice no less than they to see a condition of things in India in which elementary vernacular education could be free and compulsory. The Government of India are deeply concerned to bring about such a condition of things. We are convinced of the necessity of breaking down illiteracy in the country.

'Though our views may differ as to means, we are all united as to the end—the Government of India, the local Governments, the Departments of Public Instruction and enlightened public opinion are single-eyed as to the end in view. We are determined, resolutely determined, to combat ignorance throughout the length and breadth of this ancient land, up and down, and to and fro, and though the struggle may be long and arduous, I do believe, my Lord, with all my heart I do believe, we shall prevail.'

'When this matter came up again for consideration in the House of Commons at the time of the introduction of the Indian Budget, the Under Secretary of State gave expression to these views :—'Universal and free education in India must come, as it has come in all other countries, but the time is not yet, and I am confident that the Government of India has a policy dictated for the present by the same hopes and aims as the hopes and aims of Mr. Gokhale. We have no attitude of hostility towards the principles which inspire his Bill. We and he are working for the same end, the breaking down of illiteracy in India.' It is, therefore, clear that there is no difference of opinion between the Government and the people as to the policy to be pursued and the steps to be taken in breaking down illiteracy up and down the country and to and fro. We have only to find ways and means. The Government of India having considered the whole question, thought that the time has not yet come, when they should introduce compulsion. They stated that they would give trial to the system on a voluntary basis—they would give it a fair trial and see what the result would be. To use the words of the resolution, they stated as follows :—'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 open 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 expansion of primary education on a voluntary basis.' They later on say in the same resolution :—'It is the desire and hope of the Government of India to see in the not distant future some 91,000 primary public schools added to the 100,000 which already exist for boys and to double the 4½ 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.' After this resolution was published in January 1913, we find that the Hon'ble Sir Harold Stuart in introducing the Budget for 1913-14 gave expression to this policy of the Government. He said

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with the same warmth 'The goal we have set before ourselves is the extension of elementary education to the entire school-going population. The attainment of this ideal is, of course, beyond the resources of our Provincial settlement, and the Government of India have recognized that the bulk of the funds for the financing of the new forward movement must come from Imperial sources'. He then pointed out various other difficulties. It is therefore clear that the ideal of this Government, to use the words of Sir Harold Stuart, is to give education to the entire school-going population.

'That being our ideal it is necessary to examine about the desirability of framing a programme, a comprehensive programme, to cover the whole field of education. It is quite necessary that there should be a scheme drawn up, showing distinctly during what period the whole field of education should be covered and showing clearly what funds can be allotted for the purpose of elementary education and what proportion is to be maintained between expansion and improvement of education, before we can hope to reach that ideal. It is necessary that the question should be considered from these different standpoints and also from the standpoint of the provision to be made for the training of teachers. I would ask your Excellency whether it would not be possible to take more vigorous steps so as to cover the field of education within a definite period of time. That resolution of the Government of India stated that the existing number of schools should be nearly doubled or increased by about 91,000 schools and also that the number of school-going population should be doubled. It has cautiously stated that it was the aim and desire of the Government to do so in the not distant future. I quite realise the difficulty of the Government in coming to a definite conclusion owing to the difficulty of finding funds for it. But still it is impossible to conceive of a scheme of education unless a minimum amount is prescribed for the carrying out of this reform and for the purpose of trying this experiment.

'I know that your Excellency's Government framed a programme for three years—for 1913-14, 1914-15, and for 1915-16. I confess that when the programme was framed it was framed in a liberal spirit to give a further impetus to the cause of elementary education; and it would have been more commendable if it had been possible to find funds to carry out the programme. I shall now refer to the programme and point out how far we have been able to achieve our object.

'According to the programme for three years, it was arranged that buildings should be constructed for 2,500 existing and 1,250 new schools at a cost of Rs. 2,000 each; and it was also proposed that 4,500 new schools should be equipped at Rs. 100 per school and that school gardens should be established at a cost of one lakh of rupees. This Government proposed that within three years, 1913, 1914 and 1915, Rs. 80½ lakhs should be spent in constructing buildings for 3,750 schools, equipping 4,500 schools and providing school gardens. How far has it been possible for the Government to carry out this programme? We find that for the construction of buildings in 1913-14 against a programme of 80½ lakhs, subsidies were granted to local bodies to the extent of Rs. 14.73 lakhs; in 1914-15 owing to various other conditions subsidies for the purpose amounted to only Rs. 4.24 lakhs; and in 1915-16 the amount came to only Rs. 3,500; school gardens were provided in 1913-14 by granting a subsidy to the extent of Rs. 23,500. As regards the number of elementary school buildings constructed by local bodies, I find that the number was 125 in 1913-14, 296 in 1914-15 and 296 in 1915-16. These bring up the total number of buildings to about 700 as against what the Government themselves contemplated, namely, 3,750. Again under that programme it was also proposed that 1,500 venture schools be converted annually into board school and the pay of the present teachers should be improved. No doubt the staff is strengthened; and teachers of all grades of schools were given a capitation grant. But much could not be done in this direction also. What is more important is that it was then provided that 1,500 new board schools should be opened annually making a total of 4,500 and that this was to be in addition to 2,650 new board schools opened between 1911 and 1914. It was a comprehensive programme framed in a liberal spirit. When the Government proposed to open 4,500 schools in three years, how far have they succeeded? They opened only 198 schools in 1913-14, 341 in 1914-15 and 44 in 1915-16. It is clear from the figures that though the Government framed a comprehensive scheme—for expansion and improvement of education—they have not been able to carry it out in full, the reason assigned being want of funds.

RESOLUTION *RE* COMMITTEE TO FORMULATE A SCHEME FOR THE EXPANSION OF ELEMENTARY EDUCATION.

(Mr. A. S. Krishna Rao.)

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That is the reason why we are bound to take the matter into consideration. What I would ask is whether it does not necessarily show the desirability of our making more vigorous efforts, whether by getting additional funds from the Government of India or by effecting retrenchment, to show a steady and marked improvement. So far as the programme is concerned, I asked a question as to whether a scheme was prepared for ten years, but the reply given is no such scheme is prepared nor is it possible to do anything in that direction. My question No. 63 at the present meeting and the answer thereto by the Government is as follows:—

‘63 Q.—Will the Government be pleased to state how many elementary schools (a) for boys and (b) for girls are expected to be opened in the Presidency during each of the next ten years?

63 A.—The number of new schools that can be opened in a year depends on the funds available; and in the absence of any definite information on the latter point, no forecast of the number of schools to be opened is possible.’

“I quite appreciate the difficulty that the Government have in allotting funds for the purpose. But, still, your Excellency is aware that the preparation of a comprehensive scheme even upon the materials available is quite essential, so that the work may be steady and continuous. In this connection it will also be remembered that various suggestions were made in this Council year after year at the time of the discussion of the Financial Statement for opening more schools. I need not refer to this discussion.

“At each discussion demand was made for the provision of more schools; but the Government having expressed some difficulty in finding additional funds the provision could not be increased to the extent to which Honourable Members desired. It is, therefore, necessary that, instead of our taking up these questions at the time of discussion of the Financial Statement and our being met with the reply that the budget has already been prepared and that no funds can be found, we should sit in committee and draw up a comprehensive programme for ten years. If a fairly comprehensive programme is to be drawn up at all, it must be for a fairly reasonable period. I do not think that I need detain the Council by pointing out that there is still a large field to be covered in the matter of elementary education. If we are to go on at the rate at which we are going on, either with regard to the number of schools to be opened or the number of boys to be educated, it will take several years before we can achieve our object. I wish to take the figures for 1911–12, because it is from that period that, after the declaration of His Majesty, increased provision has been made for elementary education:—

	1911–12.	1912–13.	1913–14.	1914–15.	1915–16.
Number of primary schools	24,044	25,223	26,018	26,917	28,165
Male scholars	829,331	889,393	952,035	999,685	1,067,136
Percentage	27.1	29.1	31.1	32.7	34.5

“I have taken the case of boys only, but you may take it that in the case of girls the figures are much less. Even confining our attention to the case of boys, we shall find that from the year 1911–12 to 1915–16 there has been an increase only from 27.1 per cent to 34.5 per cent which works out in these years to 7.4 per cent. If this is the rate at which the progress is to be made, it must take a very long time, namely, 49 years. I have not taken into consideration the fact of the population increasing; and even assuming that the population does not increase, it will take several years before the number of scholars can be doubled or all the school-going population can be at school. Therefore a large field is yet to be covered before we can arrive at that goal. There are still several villages which have to be provided with schools. If you look into the figures as to villages which have no schools, you will see what a large field there is still to be covered. If we are actively to reach the goal set before us by the Government of India and this Government, steps should be taken to make a comprehensive programme to be gone through in a reasonable period. It is for this purpose that I come forward with this proposal on the present occasion.

RESOLUTION *RE* COMMITTEE TO FORMULATE A SCHEME FOR THE EXPANSION OF ELEMENTARY EDUCATION.

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(Mr. A. S. Krishna Rao; Mr. K. R. V. Krishna Rao.)

“The reason for my suggesting the appointment of a committee is this: It is found there are various views put forward regarding the proportion of expenditure to be incurred between expansion and improvement of education. When a suggestion was put forward for increasing the number of schools, there was a remark made by the Government that attention must be paid to improvement of education and that there was no use opening more schools, if it was not to give real education. When a scheme was put forward for the expansion of education, it is said that unless adequate provision is made for the training of teachers, nothing could be done. We must have expansion of education as well as improvement of education. There is no use of sending a boy to school, if he is to leave it the next day; and there must be a corresponding provision for the training of teachers also. As to how far these questions have to be adjusted and how much funds should be set apart, it is necessary for the representatives of the people and the Government to sit in Council and arrive at a result. I do not imagine that in a matter where there is no difference, as regards the ideals or the objects to be attained, there should be any sort of hesitation for a committee being appointed to see what funds are available out of the ordinary resources of the Government, to see in what way retrenchment could be effected, to see in what manner a scheme can be prepared to open new schools and the present schools can be improved and also to secure the training of teachers. I know the financial difficulties that are likely to be urged; and it is for that purpose that I have suggested the appointment of a committee, because whatever committee is appointed, it will consider the amount of funds available. If any scheme has failed it is because it has been framed without a correct knowledge of the funds available. Even for ascertaining that, a discussion and consultation between the people and the Government will certainly be of use. It is for these reasons I find it necessary to place this resolution before this Council and I hope that there will be no difficulty in the Government accepting this resolution or at least the principle underlying it.”

“The Hon’ble Mr. K. R. V. KRISHNA RAO:—“I rise to second the resolution. When the Revised Financial Statement for 1913–14 was presented, it was clearly stated that as large funds as possible would be found for the expansion of elementary education and that there would be recurring grants made on a very large scale and that it would not be very far distant when almost all the villages would be provided with schools. It was also stated that some maps were being prepared and that lists were also under preparation. In reply to the discussion in the Imperial Legislative Council on the 28th January 1913 it was stated by Sir Harcourt Butler as follows:—‘I hope before very long in the course of next year or so to be able to publish definite proposals from Local Governments for a course of expansion in primary education over the next three years. A good deal of material has been collected but so far it is not in a form in which it can be recorded. The Government of India are anxious to carry the public with them.’ This was the statement made on behalf of the Viceroy’s Government at the Imperial Legislative Council. My Lord, time after time it was brought before this Council and it was also pressed at the meeting of the Finance Committee that more money should be spent for the expansion of elementary education and a definite sum out of the amount, provided for primary education, must be allotted for opening new schools. No doubt some money is being given as recurring grants for this purpose; but most of the money is being spent on opening higher classes in the already existing schools, or for the purpose of providing other facilities and equipment. We, therefore, place before this Council the desirability of providing means for giving education where there is no education as that is much better than to give more education to people who have already some education. My Lord, the impression is that more money is being spent upon inspection than instruction. We want a definite scheme prepared for more schools being opened so that within a reasonable time the goal set up by this Government as well as by the Government of India might be made possible to be reached. That is by having a school in every village as far as possible. We are alive to the difficulties of the present situation and the financial stringency with which this Government are faced; but, at the same time, we want to place for your Excellency’s consideration the desirability of taking the public into your confidence in drawing up a comprehensive programme for the next ten years with regard to the lines upon which elementary education must be made and can be made to advance more and its diffusion made more satisfactory.

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"Again, My Lord, the duration of school life, with all the facilities that are being given to higher standards being opened in the already existing primary schools is found diminishing. In the year 1915, it was 2.17 years as against 2.19 in 1914-1915 and 2.92 in 1913-14. The cause for this diminution of school-life among students attending primary schools is also a matter which has to be gone into fully and this can be done effectively by taking the public into confidence. I suggest not only that this Government should look to the efficiency of education imparted in the public schools, but also endeavour to open more schools year after year so that there can be a wider diffusion of education, and the goal that is set before the Government may be reached within a reasonable time. For this purpose I heartily second the proposal that has been made in this resolution of appointing a small committee of officials and non-officials to frame a comprehensive programme and also to formulate a scheme for the expansion and improvement of elementary education within the next ten years. During the year 1917-18 a sum of Rs. 4 lakhs has been granted by the Government of India to this Government; and that was definitely for the purpose of improving the pay and prospects of teachers and also for making provision for having more teachers trained. But as regards the expansion of elementary education it was more or less said that it was the concern of the Provincial Government. We have to look to our own resources for the time being, from the statement made in the Imperial Legislative Council, and in order to do that effectively and also to give satisfaction to the public, by opening new schools, a sort of consultation with the public is necessary and the sort of committee that is recommended in this resolution will go a great way in solving the problem both in the interests of the people and of the Government. I hope that the Government will consider the desirability of appointing a small committee."

The Hon'ble Mr. J. H. STONE :—"Your Excellency, the Honourable Member in proposing this resolution referred to His Gracious Majesty the King-Emperor and the words that he uttered on education; and it will be in the memory of this Council that those words were spoken in 1912. The Honourable Member did not refer to the equally significant fact that since 1914 the Empire has been at war. The progress made in education since the war began has not been great. It may be described by Honourable Members, who expected rightly enough before the war that education would progress in an increased rate—the Honourable Members who had those expectations, are entitled to call the progress made, disappointing; and the extent of the disappointment is made plain in the statement that was presented to the Council showing the triennial programme. It is only necessary to look at the details given on page 14 of the revised Financial Statement to see how the war has entirely, or almost entirely, disappointed our hopes as to progress in education."

"The Honourable Member appears to think that the formulation of another scheme in addition to the three years' scheme will remedy this state of things. I beg entirely to differ from him. I cannot see how the formulation of another scheme can have any influence on the matter at all. He has not really told us wherein the previous scheme was defective. The previous scheme covers the whole ground of elementary education and contains an estimate of what it would be necessary to spend to provide the country with an efficient system of elementary education under all the possible heads that would inevitably occur in such an estimate. The only definite suggestion that he has made as regards the scheme is that it should lay down a proportion between expansion and improvement of education. This three years' scheme lays down the proportion between expansion and improvement. It puts down so much for buildings. I suppose buildings must be taken as coming under both expansion and improvement. New schools want buildings; old schools also want buildings; venture schools being converted into board schools come under improvement in one aspect and also expansion in another. If 1,500 venture schools are converted annually into board schools, we should have a very much larger number of children under instruction. Board schools so created would attract a very much larger number of boys than venture schools. These 4,500 board schools to be opened in three years would come under expansion. A large number of castes and classes have been recognized as backward and granted exemption from fees, and it was also proposed to extend the fee concession to poorer classes of the community. This would come again under expansion of education. Then it was proposed that 1,000

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Mr. Sadasiwa Bhat.)

additional teachers should be trained annually in a two years' course by temporary arrangements. The Honourable mover or the seconder seemed to speak, as though the training of teachers was improvement of education. The training of teachers is not a matter to be relegated more to the improvement of education than to the expansion of education. We cannot have education at all without trained teachers. I think it must be clear to any body that we cannot draw a hard and fast line between expansion and improvement of education. The Government will not be acting wisely if they should consent to extend education without any thought of improving the quality of education to be given or what is called, improvement of education. You cannot get a committee which can lay down hard and fast lines as to what proportion of funds should be devoted to expansion and improvement. I am instructed by the Government to oppose this motion because the Government are unable to see that such a committee as the one proposed would be able to do any useful work."

"The Honourable Member went on and suggested that this committee should not only concern itself with education and with such matters as the proportion in which the educational expenditure should be divided between expansion and improvement but also that it should survey the whole field of the finances of the Government, the whole policy of the Government and decide where the money is to come from. I had no conception that any such proposal would be made by the Honourable Member. And I am not perhaps entitled to answer it. But speaking as a mere departmental head the proposal appears to me to be impossible; and I would remind the Honourable Member that in the finance committee of this Council, he has exactly the machinery which he wishes to set up for reviewing the financial policy of Government and making any proposals that he and other members may think necessary to bring forward."

"The Honourable Member who seconded the resolution made rather a strange remark. I am afraid I have not got it *verbatim*. I believe he said that there was an impression abroad that more money was spent on inspection than instruction. We have been furnished with copies of the civil budget estimate and the Financial Statement and the Hon'ble Sir Alexander Cardew has told us that these are final. I should have thought that the Honourable Member, before speaking of impressions, might have taken the trouble to see the facts of the case. I had no idea that I would be attacked on this; otherwise I would have had the whole thing carefully tabulated. I find that on inspection Rs. 8½ lakhs is to be spent out of a budget something like one crore of rupees. I hope Honourable Members will not carry away from this debate the impression that we are carrying on inspection at the expense of instruction. At present, we have an inspecting staff—it is admitted by everybody who has studied the facts of the case—which is wholly inadequate. We have sub-assistants who have to inspect schools for grants—some of them have as many as 250 schools to inspect. In addition to the formal inspection for grants, there are the visits to schools to check registers and to see how schools are getting on. If the Honourable Member only sees the work of sub-assistants he will find that their number is inadequate. Instead of spending too much on inspection, I think we are spending far too little, with the result that the control exercised over schools is not satisfactory. I know that to put it crudely we have been cheated and so long as we have not got an adequate staff we shall continue to be cheated by teacher-managers who put up false registers and get more money out of us than they are entitled to get."

The Hon'ble the RAJA OF RAMNAD :—"May I move an amendment to omit the words about the appointment of a committee and to add the words 'and publish the same for criticism.' My amendment will run thus :—'This Council recommends to His Excellency the Governor in Council to formulate a scheme for the expansion and improvement of elementary education during the next ten years and publish the same for criticism.'"

His Excellency the PRESIDENT :—"After the debate on the general subject is at an end, there is no reason why the Honourable gentleman should not move his amendment."

The Hon'ble Mr. K. SADASIWA BHAT :—"I beg to second the amendment."

RESOLUTION RE COMMITTEE TO FORMULATE A SCHEME FOR THE EXPANSION OF ELEMENTARY EDUCATION.

(The President; the Raja of Rāmṇād; Mr. Kavalappara Muppil Nayar; Mr. Ranga Achariyar; Mr. A. S. Krishna Rao.)

[2ND APRIL 1917.]

His Excellency the PRESIDENT:—"I do not think this helps us at all. Is this the time to ask us to put aside every work and set to work to formulate a scheme for the expansion of elementary education for the next ten years? May I ask the Honourable gentleman whether this is the moment, when the outlook is not sure and definite when in his own private business he would sit down and formulate a scheme for the conduct of his own private business for the next ten years. I do not think I need say anything more. I hardly think it justifiable for the Honourable Member to ask the Government to set to this work at this moment. There are some people who think that it is a solution of all difficulties to look at them sternly in the face and pass them by; but it does not help us a bit. I do not for one moment complain that this Council should draw attention to the need of our doing everything in our power to advance education and especially elementary education in this country at the present time; but it is no good blinking the fact that we are not in a position to publish or formulate schemes for anything for the next ten years. I would suggest to Honourable Members in framing resolutions that they should recognise that fact. I do not complain that there should be emphasis laid upon the necessity of advancement in education; and so far as the point is concerned there is no reason to object at all to such a motion as that. But when you actually propose and really ask us solemnly to appoint a committee for such a purpose under the present circumstances I suggest that our inability to accept such a motion is obvious and it need not be stated by the Government. It is a great disappointment to Government no less than to non-official members of this Council—it is an intense disappointment that much of administrative work must be checked; it was a part of the loss inflicted upon us by the war of which the Honourable the Director of Public Instruction has reminded us; it is a part also of our duty to end that war. But while the war is going on, I do suggest there is no public advantage in moving such resolutions as this. The facts are so certain and the elements are so uncertain, that it will be of no public advantage to ask a certain number of gentlemen, officials and non-officials, to give a part of their time to frame a scheme for the next ten years. The first half of our deliberations would be taken up in saying that it would be a much waste of time to go on with it. Under these circumstances I am inclined to suggest to both the Honourable gentlemen that they would do wisely not to press their motions."

The Hon'ble the RAJA of RAMNAD:—"I beg to withdraw the amendment."

The Hon'ble Mr. K. K. R. KAVALAPPARA MUPPIL NAYAR:—"Rather than have this resolution, it is better to have an amendment. I would suggest that after the word 'appoint' insert the words 'when circumstances permit' and also omit the words 'during the next ten years.'"

The Hon'ble Mr. T. RANGA ACHARIYAR:—"I beg formally to second the amendment."

His Excellency the PRESIDENT:—"I do not like to intervene again, but I would suggest to the Honourable gentleman that he had better reserve his liberty to move the amendment. The Government will also reserve their right. It is almost a hypothetical motion, when you say 'when circumstances permit'; when it is to be, it will be in the judgment of the Council to pronounce an opinion upon."

The amendment was, however, put to the Council and lost.

His Excellency the PRESIDENT:—"I do not know if the Honourable Member Mr. Krishna Rao wishes to press this motion."

The Hon'ble Mr. A. S. KRISHNA RAO:—"Though I have considerable hesitation in withdrawing the motion, I hope it will be understood that I have duly considered all that has been stated by your Excellency and the Hon'ble Mr. Stone. I waited to see whether this resolution would be accepted in any of the amended forms suggested by some of my Honourable colleagues. When those amendments have not been accepted I have no alternative but to ask that this motion be put to the vote. But before I do so, I wish to explain my position briefly. I have taken into consideration

RESOLUTION RE COMMITTEE TO FORMULATE A SCHEME FOR THE EXPANSION OF ELEMENTARY EDUCATION.

2ND APRIL 1917.]

(Mr. A. S. Krishna Rao; the President.)

the fact that the world war must cause us any amount of anxiety until its successful termination, for which all of us are praying. The Hon'ble Mr. Stone asked whether the scheme to be drawn up by a committee, could possibly be different from the scheme drawn up for three years. I do not think it necessary to criticise that scheme, because the Government must have been satisfied with the inherent defects of that scheme, when it could not be carried into execution, owing to want of funds. Will the Government be in a position to assert that behind that scheme there was any definite allotment of funds? I suggest that the committee which is to be appointed should consider the question of funds, because I feel that no scheme will serve any useful purpose, unless it is framed with the knowledge of the funds available for the purpose; otherwise, there is no use in preparing a scheme or in circulating it or publishing it. No useful purpose would be served by that. It is in view of that that I suggest that a scheme should be framed which should take into consideration the funds available for the purpose and that we should proceed to work out the details for expansion of education within a prescribed period of time. If I did not take into consideration the financial difficulties of the times, I would have framed the resolution asking the Government to cover the whole field of education. If we were in a season of financial prosperity and were assured of a definite source of income, I should have requested the Government to frame a scheme at once so as to cover the whole field of education. I only suggest that we might have a definite idea as to what we can do even with our normal resources in ten years. The suggestion that I have made is a simple one. I am not asking a scheme to be framed without taking into consideration our financial resources. If we open 1,000 schools in one year, the next year 2,000 and the third year 3,000, it must satisfy us that there has been a proper scheme framed in view of our financial resources. I do not want your Excellency to go further than that. A scheme might be drawn up in view of the present financial circumstances of the Government. If our financial resources improve there is nothing to prevent us from opening more schools. It need not be an unnecessarily ambitious scheme. Still I feel that a well considered scheme, in the framing of which both the representatives of the people and the Government may take part, will certainly clear the ground and pave the way for further reforms. The Hon'ble Mr. Stone pointed out the difference between improvement and expansion of education. Suppose the Government say that 4 lakhs was available for education, is it not possible for the committee to say how much of it should be available for expansion and how much of it for improvement of education? That question should not be so lightly brushed aside as it has been done in this particular case. No difficulty will occur if my resolution is accepted. It is not the insistence of the scheme that I ask—of the scheme already framed by Government but which has not been carried out owing to want of funds; but what I ask is that a committee should be appointed to take into account all the circumstances and frame a scheme."

His Excellency the PRESIDENT:—"I think I had better put the motion to the Council. I am sorry that the Honourable gentleman does not see eye to eye with us in this matter. I know he is an enthusiast in education. If you do not know what amount of money you have got you could not know the amount of money that you could give to education and still less can you say how much you can give to elementary education. So far as the money and the amounts available are concerned, we are all uncertain and therefore I am sorry that the Government cannot see eye to eye with the Honourable Member. I must therefore put the resolution to the Council."

The resolution was put and lost.

R. A. GRAHAM,
Acting Secretary to Govt., L. & M. (Legislative) Dept.

Houel (204) 844

Please see the extracts from the Council proceedings on pages 4-12 ante. The Govt. were not prepared to accept the resolution which was eventually lost. No action is called for on the present papers which may therefore be

order
me

Recorded

CR
18.6.17
L.CR
18/6/17

Vide H.E.'s remarks dated 28 Mar 1917.
Has H.E.'s query been answered?

M
18/6/17

Submitted that no formal answer was sent.
2. Attention is directed to para 1(3) of the offi note on page 1 supra. Fuller particulars were furnished in the note on Question no 62 submitted to His Excellency on the 27th March. From the special despatch in the Council (page 11 ante) it appears that His Excellency is against the preparation of fresh policies.

30 544
27.4.17 (2)M
21/6/17

If I remember right, the file was with H.E. till the Executive Council days when the Resolutions were discussed with the D.P.D. being also present.

CR
24.6.17

See whatever schemes there have
been published
no 85-8 of 26.6.17.

Revised
my
26/6/17

When given for copying

When copied

When examined

When signed

191

READ AGAIN G.O. No.
191

DATED

CURRENT No.

ENCLOSURE TO C. No.

ORDER OF GOVERNMENT

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LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILLED UP, BEING MEANT FOR DISPATCH
IN ORIGINAL.

N.B.—

A = Copy in full.

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