

Government of Madras

HOME (EDUCATION) DEPARTMENT.

G.O. No. 470, 11th April 1918.

Training of teachers

Directing that a reply be sent to the letter from the Government of India regarding the —
for secondary and primary teachers.

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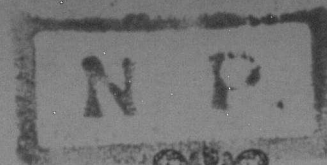
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Government of Madras

HOME (EDUCATION) DEPARTMENT.

G.O. No. 470, 11th April 1918

Training of teachers

Directing that a reply be sent to the letter from the Government of India regarding the — for secondary and primary teachers.

READ—the following papers:—

I

Letter—from the Hon'ble Sir E. D. MACLAGAN, K.C.L.E., C.S.I., Secretary to the Government of India, Department of Education (Education).
To—the Secretary to the Government of Madras, Home (Education) Department.
Dated—Simla, the 30th August 1916.
No.—813.

The attention of the Government of India has lately been again drawn to the inadequacy of the arrangements in many provinces for the training of teachers for secondary and primary schools. As local Governments are aware, the question of the training of teachers has not of late years been neglected, the Government of India having, from time to time, given considerable grants for this object and a great deal having been done in the same direction at the expense of the Provincial Governments. The number of teachers trained in the whole of India has between the years 1911-12 and 1914-15 risen by 38 per cent, while the amount of money spent on the training of teachers has risen by 45 per cent. The proportion of trained teachers is still, however, in most provinces very small and the average for the whole of India is at present 29 per cent only.

2. In the replies to this Department letter No. 838-849, dated the 9th May 1913, the various local Governments supplied estimates of the expenditure likely to be incurred during the three years—1913-14 to 1915-16—on the training of teachers. But it is observed that no general standard was adopted as representing the extent to which training should be supplied in the various provinces. In view of the fact that for several years to come there can be no expectation of a grant of money from the Imperial Government for this class of expenditure, it is recognized that any standard which may now be adopted must necessarily fall far short of the standard which could be prescribed if suitable funds were available. At the same time, it appears to the Government of India that it would be useful for the several local Governments to have before them some standard in dealing with this question, and as at present advised they are of opinion that the lowest result which should be aimed at by local Governments is that the number of teachers (male and female) to be trained in each year for Indian schools should not be less than the number of new teachers whom it is necessary to provide during the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. The Government of India would be glad, therefore, if local Governments could undertake to estimate the number of teachers thus required during the next five years beginning from April 1917 and should consider how far they will be able to carry out the proposal that the number of teachers trained in each year should not be less than the number of teachers so required. It would be for the local Governments further to decide whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers. It is further recognized that, although, as a rule, a complete training cannot be supplied in less than two years at the least, the present exigencies may justify the adoption of a normal period of training amounting to a lesser period such as one year—a period which has already been adopted in several provinces. If, on consideration of the results brought out by an estimate such as is above suggested, the local Governments should find that the standard recommended is unsuitable, it would be open to local Governments to devise some other standard: but, as above noted, the Government of India are of opinion that it will be better in all cases for the local Governments to adopt some

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standard however inadequate rather than to leave the expansion of training institutions to be dealt with in an unsystematic and haphazard manner. In commending this matter to the attention of local Governments, the Government of India would be glad to be informed in due time of the courses which each local Government may decide to follow in order to ensure an adequate supply of trained teachers in the future.

3. In this connection I am to recommend that local Governments should enquire into the possibility of making improvements and economies in the present system of training, and to suggest that such enquiries might be facilitated by information as to the systems in force in other provinces.

4. I am further to invite attention again to the recommendations made in paragraphs 11 (vi) and 22 (1) (b) of the Government of India Resolution No. 301-C.D., dated the 21st February 1913, regarding the provision of adequate pay for teachers. From the information available to them the Government of India understand that much has been done in most provinces to carry out the wishes of the Government of India in this respect but they would be glad if local Governments would take this opportunity of considering the progress made and of judging as to the adequacy of the measures hitherto taken for improving the remuneration of the teaching staff.

5. I am directed to add that the reference now made by the Government of India is in respect of action which may suitably be taken when normal conditions return and that so long as the war lasts and the necessity for conserving the financial resources of Government remains paramount, it will ordinarily not be possible to provide for any material increase of provincial expenditure in the directions indicated.

II

Memorandum No. 3242-1, Home (Education), dated 16th September 1916.

The letter from the Government of India read above is referred to the Director of Public Instruction who is requested to favour Government with a full report on the various points raised therein. An approximate estimate of the cost of any new measures that may be considered necessary should also be furnished.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

III

Letter—from the Hon'ble Mr. J. H. STONE, M.A., C.I.E., F.R.H.S., Director of Public Instruction.

To—the Secretary to Government, Home (Education) Department.

Dated—Madras, the 9th January 1917.

No.—Ref. on Cur. 7828/1916.

With reference to memorandum No. 3242-1, dated 15th September 1916, I have the honour to submit my approximate estimate of the cost which would be involved in connexion with the training of teachers for secondary and elementary schools according to the standard laid down in the letter from the Government of India, No. 813, dated 30th August 1916, forwarded with the memorandum referred to above. Statements are appended showing (1) separately for secondary and elementary schools for boys and girls the number of trained teachers and the requirements for the ensuing quinquennium involved in the adoption of the standard suggested in the letter from the Government of India, (2) the recurring cost involved in working according to this standard, (3) a rough estimate of non-recurring expenditure and (4) figures for the previous quinquennium for purposes of comparison. It will be observed that the ultimate recurring cost would be Rs. 11,30,994 and the non-recurring Rs. 65 lakhs.

2. I will now deal with the general points raised in the Government of India's letter. With reference to the remark that the Local Government should decide whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers I would invite the attention of Government to rule 115 of the Madras Educational Rules and to state that I see no reason to depart from the principles of selection therein laid down.

3. As regards the question of the length of the training course and the possibility of shortening it, I am not inclined to economize by reducing the period of training. The effect would be a cumulative depression of our educational standards. Ill-trained

teachers produce ill-taught boys some of whom become teachers and ill-organized schools which tend to set a standard. It must unhappily be the case that the trained teachers must be in the minority and I cannot venture to look forward to the time when this will not be so in the Presidency, but it is not open to question that they are doing valuable work in raising the general standard of education and any course that would impair their quality would be suicidal. Teachers in general suffer from sheer ignorance. Our system of training for elementary teachers seeks in the first place to mitigate this and we want a two years' course for people of the matriculation standard also for the same reason. The fact is that in filling our training schools as full as we can we have already gone as far as we can in sacrificing quality to quantity.

4. With reference to paragraph 3 of the Government of India's letter, the training schools in this Presidency were recently reorganized and the whole system thoroughly overhauled. It is not desirable and it does not seem necessary to make at present any changes in the system of training and in fact this system has already achieved a considerable measure of success and does not fall far short of that standard to which the Government of India now desire other Provinces to aspire.

5. As regards paragraph 4 of the Government of India's letter the question of raising further the pay of teachers is largely a financial matter. The minimum pay of a trained teacher has been raised to Rs. 10 irrespective of capitation allowance and fee appropriations. The minimum is not yet Rs. 12 and a proposal to make this the minimum in the case of female teachers has been ordered to lie over for the present—vide G.O. No. 1320, Home (Education), dated 8th December 1916. As to the pay of secondary school teachers no definite action has been taken and the matter is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government High schools. It is however proposed to fix Rs. 25 as the minimum pay of teachers in Government Secondary schools (vide proposition statement approved by Government in their memorandum No. 1145-2, Educational, dated 16th May 1916). It may be further observed that in the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period.

6. The letter from the Government of India is returned as requested.

ENCLOSURES.

(1)

Statement I showing the number of additional teachers that will have to be trained during each year in the ensuing quinquennium.

Elementary schools for boys.

Years.	Probable number of pupils in elementary schools (increase calculated at 6 per cent).	Probable number of teachers (calculated at 25 pupils for each teacher).	Probable number of trained teachers (33 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (14 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers during the last five years.	Number of additional teachers that will have to be trained during the next five years, i.e., the difference between columns (7) and (8).	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17	(a) 1,273,350	(b) 50,934	(c) 16,978	(d) 2,376	(e) 2,671	5,047	3,277	1,770	2,016
1917-18	1,349,751	53,990	17,997	2,519	3,056	5,675		2,298	
1918-19	1,430,736	57,229	19,076	2,670	3,239	5,909		2,632	
1919-20	1,516,580	60,663	20,221	2,830	3,434	6,264		2,987	
1920-21	1,607,575	64,303	21,434	3,000	3,640	6,640		3,363	

(a) The increase in the number of scholars was 6 per cent during the last quinquennium.

(b) This is the average for the last quinquennium.

(c) This is the average percentage of trained teachers to the total number of teachers shown in column (3).

(d) This has been arrived at by deducting the total number of trained teachers at the end of a year from the total number of teachers at the beginning of that year plus the number of teachers who underwent training in the year previous to it but who became available for employment during the succeeding year.

(e) This was arrived at by deducting the total number of teachers at the end of a year from the total number of teachers during the succeeding year.

(f) This is the average of number of teachers who were trained during the last quinquennium.

(g) This has been arrived at by striking the average of column (9).

Statement I showing the number of additional teachers that will have to be trained during each year in the ensuing quinquennium—*cont.*

Elementary schools for girls.

Years.	Probable number of pupils in elementary schools (increase calculated at 10 per cent).	Probable number of teachers (calculated at 24 pupils per teacher).	Probable number of trained teachers (60 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (11 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	138,939	5,789	3,424	377	657	1,034	504	530	646
1917-18 ..	152,833	6,368	3,821	420	662	1,082		578	
1918-19 ..	168,116	7,005	4,203	462	637	1,099		595	
1919-20 ..	184,928	7,705	4,623	509	700	1,209		705	
1920-21 ..	203,411	8,475	5,085	559	770	1,329		825	

Secondary schools for boys.

Years.	Probable number of pupils in secondary schools (increase calculated at 7 per cent which is the average for the last quinquennium).	Probable number of teachers required at the rate of 25 pupils per teacher.	Probable number of trained teachers required (47 per cent of total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (7 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	139,478	5,579	2,622	184	275	459	287	172	326
1917-18 ..	149,241	5,970	2,805	196	391	587		300	
1918-19 ..	159,688	6,388	3,002	210	418	628		341	
1919-20 ..	170,866	6,836	3,212	225	447	672		385	
1920-21 ..	182,827	7,313	3,437	240	478	718		431	

Secondary schools for girls.

Years.	Probable number of pupils in secondary schools (increase calculated at 9 per cent).	Probable number of teachers at the rate of 15 pupils per teacher.	Probable number of trained teachers (45 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (22 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	7,289	486	219	48	47	95	49	46	58
1917-18 ..	7,945	530	239	53	44	97		48	
1918-19 ..	8,650	577	260	57	47	104		55	
1919-20 ..	9,439	629	283	62	52	114		65	
1920-21 ..	10,289	686	309	68	57	125		76	

(2)

Statement II showing the recurring cost involved in working according to India's standard.

[*Note.*—Of the additional teachers required for elementary schools one-half is assumed to be of the higher elementary grade and the other half of the lower elementary grade for purposes of calculating the stipends required for them. Similarly for the additional teachers required for secondary schools one-half is taken to be of the secondary grade and the other half of the collegiate grade. In the case of elementary grade teachers as the period of training is for two years stipends are calculated for 21 months and in the case of secondary grade teachers stipends are calculated for nine months only as their course of training is from July to March.]

Schools and grade.	Half of the additional teachers required.	Rate of stipends.	Number of months for which stipends are required.	Cost of stipends.
RS.				
Elementary schools—				
Boys ... {	Higher elementary.	$\frac{2616}{2}$	21	= 2,88,414
	Lower elementary.	$\frac{2616}{2}$	21	= 2,33,478
Girls ... Elementary	...	$\frac{21}{2}$	21	= 1,42,443
Secondary schools—				
Boys ... {	Secondary	$\frac{326}{2}$	9	= 17,604
	Collegiate	$\frac{326}{2}$	9	= 22,005
Girls ... {	Secondary	$\frac{58}{2}$	9	= 3,654
	Collegiate	$\frac{58}{2}$	9	= 5,220
Total ...				7,12,818

The cost of opening new schools.

Recurring charges—	Staff establishment.	Contingencies.	Total.
	RS.	RS.	RS.
1. Cost of a higher elementary training school with lower elementary training department.	7,548 per annum.	660	8,208
Cost of 33 higher elementary training schools.	33 × 8,200	...	2,70,600
2. Cost of a higher elementary training school for mistresses.	6,000	2,000	8,000
Cost of eight higher elementary training school for mistresses.	...	...	64,000
3. Cost of a secondary training school for masters without model school.	317 per mensem or Rs. 3,804 per annum	250	4,054
Cost of four secondary training schools which will train about 160 teachers.	...	...	16,216
4. Cost of a secondary training school for mistresses on the assumption that a secondary training department will be attached to any of the existing schools.	...	...	7,600
5. Cost of a teachers' college at Rs. 2,490 per mensem.	...	...	29,880
6. Cost of a training college for women.	...	...	29,880
Total ...	...	...	4,18,176

(3)

Statement III showing the non-recurring cost.

Lakhs.

Rs.

(1) Cost of buildings and hostels for the 47 proposed training schools at one lakh for each	47
(2) Cost of buildings and hostels for the proposed two training colleges	3
(3) Cost of buildings and hostels for nine existing training schools which are held in rented buildings at one lakh for each	9
(4) Cost of hostels for 30 existing training schools which are not provided with hostels at Rs. 20,000 for each	6
Total	65

(4)

Statement IV showing the figures regarding wastage, expansion and the number of teachers trained during the previous quinquennium.

	Years.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Number of pupils.	Number of teachers employed.	Number of trained teachers of the required grade employed.	Wastage in the number of teachers.	Number of teachers necessary to meet expansion of education.	Total of columns (5) and (6).	Number of teachers trained for the year.	Number of additional teachers that would have been necessary during the year to meet wastage and expansion.
Secondary schools for boys.	1911-12	99,668	4,294	2,043	125	44	169	175	+	6
	1912-13	106,896	4,543	2,098	195	249	444	250		194
	1913-14	115,425	4,748	2,167	196	205	401	265		136
	1914-15	123,140	5,004	2,299	108	256	364	240		124
	1915-16	130,353	5,304	2,474	134	300	434	309		125
Secondary schools for girls.	1911-12	4,714	351	279	+	40	62	15		7
	1912-13	5,166	365	285	24	14	38	30		8
	1913-14	5,947	419	325	+	17	54	23		14
	1914-15	6,288	432	326	49	13	62	50		12
	1915-16	6,686	439	336	42	7	49	52	+	3
Elementary schools for boys.	1911-12	940,086	38,773	12,956	1,794	948	2,742	2,253		489
	1912-13	1,014,448	40,958	13,782	1,572	2,185	3,757	2,398		1,359
	1913-14	1,088,686	43,267	14,328	2,766	2,309	5,075	3,312		1,763
	1914-15	1,143,995	45,216	14,759	3,208	1,949	5,157	3,639		1,618
	1915-16	1,201,273	47,643	15,762	2,765	2,427	5,192	3,768		1,424
Elementary schools for girls.	1911-12	87,916	3,796	2,354	266	141	407	355		42
	1912-13	97,655	4,122	2,531	240	326	566	417		149
	1913-14	110,351	4,512	2,688	273	390	663	430		233
	1914-15	119,963	4,818	2,739	388	306	694	439		255
	1915-16	126,308	5,147	2,967	368	329	697	596		101

(5)

Revised statement showing the number of additional teachers that will have to be trained during each year in the quinquennium 1916-17 to 1920-21 (statement referred to in the Director of Public Instruction's note, dated the 11th June 1917).

Elementary schools for boys.

Years.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Probable number of pupils in elementary schools (increase calculated at 6 per cent).	Probable number of teachers calculated at 25 pupils per teacher.	Probable number of trained teachers (33 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (6 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
1916-17	(a)	1,273,350	50,934	16,978	1,018	2,671	3,689	(f)	2,050	(g)
1917-18	(b)	1,349,751	53,990	17,997	1,079	3,056	4,135		2,496	
1918-19	(c)	1,430,736	57,229	19,076	1,144	3,239	4,383	1,639	2,744	2,717
1919-20	(d)	1,516,580	60,663	20,221	1,213	3,434	4,647		3,008	
1920-21	(e)	1,607,575	64,303	21,434	1,286	3,640	4,926		3,287	

(a) The increase in the number of scholars was 6 per cent during the last quinquennium.

(b) This is the average for the last quinquennium.

(c) This is the average percentage of trained teachers to the total number of teachers shown in column (3).

(d) This has been arrived at by deducting the total number of trained teachers at the end of a year from the total number of teachers at the beginning of that year plus number of teachers who underwent training in the year previous to it and who became available for employment during the succeeding year.

(e) This was arrived at by deducting the total number of teachers at the end of a year from the total number of teachers during the succeeding year.

(f) This is the average number of teachers who were trained during the last quinquennium.

(g) This has been arrived at by striking the average of column (9).

Elementary schools for girls.

Years.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Probable number of pupils in elementary schools (increase calculated at 10 per cent).	Probable number of teachers calculated at 24 pupils per teacher.	Probable number of trained teachers (50 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (6 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained during each year.
1916-17	(a)	138,939	5,789	3,424	205	657	862	(f)	610	(g)
1917-18	(b)	152,833	6,368	3,821	229	662	891		639	
1918-19	(c)	168,116	7,005	4,203	252	637	889	252	697	687
1919-20	(d)	184,928	7,705	4,623	277	700	977		725	
1920-21	(e)	203,421	8,475	5,086	305	771	1,076		824	

(a) to (e) Please see above for an explanation.

(d) Detailed figures are not available in the Public Instruction report to determine wastage in the case of elementary schools for girls. The wastage has therefore been calculated at 6 per cent as in the case of elementary schools for boys.

(e) to (g) Please see above for the explanation.

(6)

Statement showing the cost involved in the training of teachers for the elementary grade according to the revised tables (statement referred to in the Director of Public Instruction's note dated 11th June 1917).

					RS.
Stipends—					
Masters ...	{	Higher elementary.	$\frac{2716}{2} \times \frac{21}{2} \times 21$	...	2,99,439
		Lower elementary.	$\frac{2716}{2} \times \frac{17}{2} \times 21$	...	2,42,403
Mistresses.		Higher and lower elementary grades $687 \times \frac{21}{2} \times 21$			1,51,484
Total ...					6,93,326

(a) Rate of stipends per mensem.

(b) Number of months.

To train 2,716 masters of the elementary grade (one-half being supposed to be of the higher elementary and the other half of the lower elementary grade) we will require 34 training schools of the elementary grade each containing a higher and a lower grade. Similarly to train 687 mistresses of the elementary grade we will require nine elementary training schools for mistresses each containing a higher and a lower grade.

The table given below shows the cost, recurring and non-recurring, required for the opening of the additional number of schools mentioned above:—

		RS.
Recurring charges—		
Cost of opening 34 training schools for masters ($34 \times 8,200$)	...	2,78,800
Cost of opening nine training schools for mistresses ($9 \times 8,000$)	...	72,000
	Total	3,50,800
Non-recurring charge—		
Cost of buildings and hostels for 43 training schools of the elementary grade	...	43 lakhs.

Order—No. 470, Home (Education), dated 11th April 1918.

The following reply will be despatched to the Government of India.

(True extract)

R. RAMACHANDRA RAO,
Secretary to Government.

6

GOVERNMENT OF MADRAS

HOME (EDUCATION) DEPARTMENT

No. 471.

From

THE HON'BLE DIWAN BAHADUR

R. RAMACHANDRA RAO AVARGAL,

Secretary to the Government of Madras,

Home (Education) Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Fort St. George, the 11th April 1918.

SIR,

I am directed to reply to your letter No. 813, dated the 30th August 1916, regarding the training of teachers for secondary and primary schools.

2. The Government of India are of the opinion that the lowest result which should be aimed at by Local Governments is that the number of teachers (male and female) to be trained in each year should not be less than the number of new teachers whom it is necessary to provide during the year in order (i) to take the place of teachers who have died or resigned and (ii) to meet the demands caused by the extension of education. They desire to be furnished with an estimate of the number of teachers thus required during the next five years beginning from April 1917. The Governor in Council accepts the standard recommended by the Government of India as generally suitable. As the official year 1917-18 has already expired, the estimate of additional teachers to be trained has been prepared for the quinquennium commencing from April 1918.

3. The percentage of wastage in the case of trained teachers has been calculated with reference to the wastage observed in their number in the quinquennium ending 1916. The percentage thus arrived at cannot however be considered as accurate in view of the rapid extension in education that is being effected year by year. In the case of untrained teachers, it is not possible to form even an approximate estimate of wastage since untrained teachers frequently leave the profession for reasons other than death or superannuation. It has however been assumed that the percentage of wastage in their case is the same as that in the case of trained teachers of the corresponding grade and this seems sufficient for the purpose in view, i.e., a calculation of the cost of the replacement at as rapid a rate as is practicable of untrained by trained teachers. The number of additional teachers required to meet the demands caused by the extension of education has also been calculated with reference to the figures for the previous quinquennium but the estimate can be regarded as only a rough one.

For the training of teachers of the collegiate grade there are now two Government training colleges—one at Səidapet and the other at Rajahmundry. There are also in the Presidency a number of training schools for masters and mistresses and full particulars concerning these are given in the supplemental statistics

relating to 'special education' appended to the annual report on public instruction. With the aid of the Imperial recurring grant of 4 lakhs sanctioned by the Government of India in their letter No. 302, dated the 29th March 1917, this Government have sanctioned the provision of further facilities for the training of additional teachers of the various grades as detailed below :—

Masters.	Number of additional teachers to be trained.
Collegiate grade	20
Secondary „	175
Higher elementary grade	120
Lower „	40

Allowing for the above increase in the number of teachers now annually trained, the number of additional teachers that will hereafter have to be trained during the quinquennium in question in accordance with the standard laid down by the Government of India is given below :—

	Collegiate grade.	Secondary grade.	Higher elementary grade.	Lower elementary grade.
<i>Masters.</i>				
1918-1919	211	107	2,332	2,412
1919-1920	240	135	2,528	2,608
1920-1921	273	165	2,737	2,817
1921-1922	305	202	2,957	3,037
1922-1923	343	238	3,190	3,270
Average	274	169	2,748	2,828
<i>Mistresses.</i>				
1918-1919	59	59	395	395
1919-1920	67	67	446	446
1920-1921	76	76	504	504
1921-1922	84	84	567	567
1922-1923	94	94	636	636
Average	76	76	509	509

To provide training for the *average* number of teachers above arrived at, it will be necessary to open additional training institutions as shown below :—

	Number of institutions.
<i>For Masters.</i>	
Collegiate grade	3
Secondary grade	4
Higher elementary grade	69
Lower elementary grade	2
<i>For Mistresses.</i>	
Collegiate grade	2
Secondary grade	2
Higher elementary grade	13

The recurring cost of the new institutions, inclusive of stipends of students under training, is estimated at Rs. 22,71,187 per annum (vide annexure A to this letter). The non-recurring expenditure on buildings for the training institutions and hostels for students is estimated at Rs. 90.30 lakhs. If the number of teachers to be trained in the last year of the quinquennium is taken into account as representing the more correct data for basing the ultimate estimates in the matter there will be an increase in the number of new institutions to be opened as shown below :—

	Number of institutions.
<i>For Masters.</i>	
Collegiate grade	4
Secondary grade	6
Higher elementary grade	80
Lower elementary grade	2
<i>For Mistresses.</i>	
Collegiate grade	2
Secondary grade	3
Higher elementary grade	16

The recurring cost of these institutions as shown in Annexure B to this letter is Rs. 26,85,615 per annum and the non-recurring cost will amount to Rs. 105.10 lakhs.

4. I am now to deal with the general questions raised in paragraphs 2 and 3 of your letter—

(i) *Admission into training schools.*—The Government of India suggest that in cases where the training supplied would not cover more than the number of new teachers required each year, it should be considered whether the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers. Admission into training schools in this Presidency is regulated by rule 115 of the Madras Educational Rules, which distinctly lays down that in the selection of candidates preference should be given to those already serving as teachers. The suggestion of the Government of India has thus already been given effect to in this Presidency.

(ii) *Period of training.*—It is suggested in the letter under reply that, though a complete training cannot be supplied in less than two years at the least, the present exigencies may justify the adoption of a normal period of training amounting to a less period such as one year.

In this Presidency teachers of the collegiate and secondary grade have at present only one year's training. The course in elementary training schools lasts for two years, but it must be remembered that students in schools are largely recruited from the ranks of elementary school teachers who in many cases have attained only a very low standard of elementary education. Their training has therefore to be mainly devoted to improving their general education and for this purpose even two years is inadequate. Further a low standard of education among the teachers reacts upon the teaching and organisation of elementary schools and the pupils from these schools who enter the teaching profession are in their turn ill-educated and mentally ill-equipped. It is both expensive and difficult to remedy these deficiencies in training schools. As it is, the proportion of trained elementary teachers is entirely inadequate and the standard of qualifications which they attain is by no means unduly high. The Madras Government are not prepared to take any steps which will lower it. It is on the other hand their intention to lengthen the period of training of secondary grade teachers to two years so soon as the arrangements detailed in this Government's letter No. 916, Educational, dated the 22nd December 1911, can be carried out. This step is particularly necessary with a view to providing a larger number of efficient teachers of English for the lower classes of secondary schools.

(iii) *Possibility of effecting improvement and economy in the present system of training.*—The Government of India desire that Local Governments should inquire into the possibility of making improvements and economies in the present system of training and suggest that such inquiries might be facilitated by information as to the systems in force in other provinces. The training schools in this Presidency were last reorganized in 1912 and in Mr. Davidson's letter No. 916, Educational, dated the 22nd December 1911, submitting the proposals for reorganization, the possibility of effecting economies was fully discussed and it was shown that the system then devised was the only one suitable to the conditions of this Presidency. The system has already achieved a considerable measure of success and the Governor in Council is averse to introducing any changes in it.

5. *Pay of teachers.*—In paragraph 4 of the letter under reply the Government of India desire the Local Government to examine the progress made in the matter of the provision of adequate pay for teachers in elementary and secondary schools and consider the adequacy of the measures till now taken for improving the remuneration of the teaching staff. The minimum pay of trained teachers in elementary schools under public management was raised to Rs. 10 in 1912. It has been decided to utilize a portion (Rs. 1,31,975) of the Imperial recurring grant of 4 lakhs sanctioned by the Government of India last year in raising the pay of trained teachers in boys' schools to Rs. 11 and the pay of all teachers in girls' schools to Rs. 12 per mensem. A sum of Rs. 80,000 from the Imperial recurring grant is also to be utilized in increasing the teaching grants now paid on behalf of trained teachers in aided elementary schools. If the minimum pay of all teachers in elementary schools under public

management is to be further raised to Rs. 12, the extra cost to Government at the end of the quinquennium (over and above the expenditure that will have to be incurred in providing for expansion) will amount to Rs. 4,98,637 calculated as shown below :—

	RS.
(1) Cost of raising the pay of existing trained teachers in boys' schools from Rs. 11 to Rs. 12 per mensem	1,17,421
(2) Cost of paying new teachers employed in boys' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	2,54,112
(3) Cost of paying trained teachers employed in boys' schools in place of untrained teachers at Rs. 12 per mensem, i.e., Rs. 4 more than the pay of an untrained teacher	93,504
(4) Cost of paying new teachers employed in girls' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	33,600
Total	4,98,637

If the minimum pay of trained teachers in elementary schools under public management is raised to Rs. 12, it will become necessary to raise proportionately the rate of teaching grants paid on behalf of trained teachers in aided elementary schools. It is not possible to frame an accurate forecast of the extra expenditure that will thereby be involved; but it is roughly estimated that the cost to Government at the end of the quinquennium will amount to nearly 4.50 lakhs.

As regards teachers in secondary schools, I am to state that during the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period. This Government do not therefore consider that any special steps need be taken to raise their emoluments. Further the matter is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government high schools. It may however be mentioned in this connexion that a sum of Rs. 41,000 has been set apart from the Imperial recurring grant of four lakhs for payment of increased grants to aided secondary schools with a view to secure an improvement in the position of the teaching staff.

6. The cost of the two schemes relating to the training and improvement of the pay of teachers will at the end of the quinquennium be as shown below :—

	Recurring. RS.	Non-recurring. RS.
Training of teachers	26,85,615	1,05,10,000
Improvement of pay of teachers	9,48,637	...
Total	36,34,252	1,05,10,000

7. The forecast of the extra financial liability given in the preceding paragraph must be regarded as tentative, as it would be extremely difficult to estimate, with any degree of precision, the expenditure involved in a scheme which has for its object the ultimate elimination of the untrained teacher at whatever rate education may expand and at the same time contemplates a necessarily indefinite improvement in the pay of teachers.

8. As regards the ability of the Local Government to give effect to any such scheme, I am to invite attention to the policy adopted by this Government in the direction of facilities for education as evidenced by the expenditure incurred in this direction since 1908-09. The total expenditure under the head 22. EDUCATION stood at 37.39 lakhs in 1908-09. It has risen to 112.98 lakhs in 1918-19 (according to the budget estimate) representing an increased provision of 75.59. Of this, a sum of 27.64 lakhs has been met from Imperial recurring grants and the balance (47.95 lakhs) from Provincial revenues.

Taking the figures pertaining to elementary education alone (including the charges on account of training schools and a portion of the charges shown under direction and inspection) the expenditure which stood in 1908-09 at 22.78 lakhs, or 3.91 per cent of the total Provincial revenues of that year, has risen to 73.58 lakhs

in 1918-19 representing 8.70 per cent of the total Provincial revenues in the budget for 1918-19. There has thus been an increased expenditure of 50.80 lakhs, of which 21.16 lakhs comes from Imperial recurring grants and the balance, viz., 29.64 lakhs, from Provincial revenues. In paragraph 25 of this Government's letter No. 613, Educational, dated the 2nd September 1911, it was remarked that an annual increment of 2 lakhs might without risk be regarded as obligatory. As a matter of fact, however, the expenditure from Provincial revenues has largely exceeded this amount, the progressive annual contribution in 1918-19 amounting to over 25 lakhs of rupees as against a progressive increment of 14 lakhs.

9. It is clear therefore that elementary education has not been neglected in this Presidency, and that such provincial revenue as was available after providing for the legitimate development of the various departments assigned to this Government under the terms of the Provincial Settlement, has been unsparingly devoted to the development of elementary education. While the Governor in Council is prepared to continue the policy of providing liberally for expansion and improvement of education in general, and of elementary education in particular, he feels that under the present Provincial settlement it would be impossible rapidly to advance the development of the scheme formulated in this letter without liberal grants from the Government of India.

10. In regard to the estimated non-recurring expenditure of 105.10 lakhs on buildings for training schools and hostels, I am to state that this Government hope to be in a position to meet a portion from Provincial balances when the present financial restrictions are removed.

I have the honour to be,

Sir,

Your most obedient servant,

R. RAMACHANDRA RAO,
Secretary to Government.

ANNEXURE A

Statement of average annual expenditure on the training of new teachers in the next quinquennium.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditure.	
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs).
MASTERS.							
Collegiate	274	3	rs. 89,640	rs. 36,993	1,26,630	3 teachers' colleges ..	4.50
Secondary	189	4	18,216	18,252	34,468	4 secondary training schools.	3.20
Higher elementary ..	2,748	69	5,65,800	6,05,934	16,62,252	69 higher elementary training schools.	55.20
Lower	2,748			4,90,518			
	80	2	6,872	14,280	21,152	2 lower elementary training schools	1.00
MISTRESSES.							
Collegiate	76	2	59,760	13,680	73,440	2 training colleges ..	*..
Secondary	76	2	15,200	9,576	24,776	2 secondary training schools.	1.00
Higher elementary ..	509	13	1,04,000	2,24,469	3,28,469	13 elementary training schools.	10.40
Lower	509					Buildings and hostels for existing training schools.	15.00
Total ..			8,57,488	14,13,699	22,71,187	..	90.30

ANNEXURE B

Statement of ultimate annual expenditure on the training of new teachers.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditures.		
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs).	
MASTERS.								
Collegiate	343	4	1,19,520	46,305	1,65,825	4 teachers' colleges.	6.00	
Secondary	238	6	24,324	25,704	50,028	6 secondary training schools.	4.80	
Higher elementary ..	3,190	80	6,56,000	7,08,395	19,28,810	80 higher elementary training schools.	64.00	
Lower ..	3,190			5,69,415				
	80	2	6,872	14,280	21,152	2 lower elementary training schools.	1.00	
MISTRESSES.								
Collegiate	94	2	59,760	16,920	76,680	2 training colleges.	..	
Secondary	94	3	22,800	11,844	34,644	3 secondary training schools.	1.50	
Higher elementary ..	636	16	1,28,00	2,80,476	4,08,476	16 elementary training schools.	12.80	
Lower ..	636					Buildings and hostels for existing training schools.	15.00	
Total ..			10,17,276	16,68,839	23,86,615	...	105.10	

* A considerable amount of non-recurring expenditure may have to be incurred on the construction of buildings for women's training colleges, but the amount is indeterminate.

NOTES CONNECTED WITH G.O. Nos. 470-71, HOME (EDUCATION),
DATED 11TH APRIL 1918.

[SUBJECT.—Training of teachers.]

HOME (EDUCATION) DEPARTMENT.

From the Government of India, dated 30th August 1916, No. 813.

Submitted that the Government of India's letter may be referred to the Director of Public Instruction for remarks in the first instance. A draft endorsement is submitted for approval.

S.K.—12-9-16.

N.K.—13-9-16.

C. RAMANUJA ACHARIYAR—14-9-16.

P. RAJAGOPALA ACHARIYAR—15-9-16.

[Memorandum No. 3242-1, dated the 16th September 1916.]

From the Director of Public Instruction, dated 9th January 1917, R.O.C. No. 7828.

The Government of India call attention to the inadequacy of the arrangements made in many provinces for the training of teachers for secondary and primary schools, and observe that no general standard has till now been adopted in any of the provinces as representing the extent to which training should be supplied to meet the requirements in future years. They are of opinion that the lowest result which should be aimed at by the Local Government is that the number of teachers (male and female) to be trained in each year for Indian schools should not be less than the number of new teachers whom it is necessary to provide during the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. That Government desire that an estimate should be prepared of the number of teachers thus required during the five years beginning from April 1917. If, however, the standard recommended is found unsuitable on financial grounds, they leave it to the Local Government to devise some other standard however inadequate to prevent the expansion of training institutions being dealt with in an unsystematic and haphazard manner.

The Government of India also desire that the Local Government should consider the possibility of effecting improvements and economies in the present system of training in the light of the systems adopted in other provinces and of reducing the period of training from two years to one year.

The training institutions in this Presidency were after mature deliberation reorganized in 1912 and 1913. The nature of the reorganization effected in the several kinds of training institutions will be set out in discussing the question of additional training schools.

2. In paragraph 4 of their letter, the Government of India desire the Local Government to review the progress made in the matter of improving the remuneration of the teaching staff and to ascertain whether the measures till now adopted have proved adequate.

3. Since the receipt of their letter of the 30th August last, the Government of India have sanctioned an annual recurring grant of four lakhs for the training and improvement of the pay of teachers—please see letter from the Government of India, No. 302, dated the 29th March 1917.*

*G.O. 1433, Home (Education), 15th November 1917. From the Hon'ble Mr. Davidson's demi-official of the 15th March 1917, it also appears that the Government of India are likely to sanction additional grants if a well-considered scheme is put before them.

4. The Director to whom the Government of India's letter was referred for report furnishes statements showing—

(1) separately for secondary and elementary schools for boys and girls the number of additional teachers that will have to be trained during the ensuing quinquennium according to the standard suggested by the Government of India;

- (2) the recurring cost involved in working according to this standard ; and
 (3) a rough estimate of non-recurring expenditure.

He proposes the opening of additional training institutions as detailed below:—

- (i) One training college for men.
- (ii) One training college for women.
- (iii) Four secondary training schools for masters.
- (iv) One secondary training school for mistresses.
- (v) Thirty-three higher elementary training schools for masters.
- (vi) Eight higher elementary training schools for mistresses.

The annual recurring cost is estimated at Rs. 11,30,994 and the initial outlay on buildings for the existing and the proposed institutions at Rs. 65 lakhs.

5. The Director in framing his estimate of requirements has taken into consideration—

(1) the wastage in the number of trained teachers in the existing secondary and elementary schools, and

(2) the needs brought about by expansion of education.

This will leave unaffected the present number of untrained teachers in existing schools ; and this number is not a negligible one. Out of a total of 5,743 teachers in all secondary schools in the Presidency Statement No. 84, page 78 of volume II of Public Instruction report (1915-16). 2,021 were untrained on the 31st March 1916, and out of a total of 52,790 teachers in all elementary schools 34,061 were untrained, giving a percentage of 35 and 65 respectively, for the two classes of schools. Any attempt at an immediate and wholesale displacement of these untrained teachers by trained men is entirely out of the question. But one should expect a scheme calculated to improve the quality of the teaching staff to take account of the case of these untrained men also even to a small degree. Some attempt to replace gradually by trained teachers the wastage that occurs in these untrained teachers may perhaps be justifiable and desirable. It is only by this means that the present large number of untrained teachers will be diminished in course of time and the ideal of schools worked by trained teachers alone will be approached. It may not be enough if only the teachers that come into new schools are trained and the number of such teachers in existing schools is maintained. The question however is one largely of finance. Even though the Director provides only for meeting the wastage in trained teachers and the demand caused on account of expansion of education, the estimated annual recurring cost is very high, viz., 11 lakhs, per annum. For the present, therefore, the question of replacing existing untrained teachers by trained men may perhaps be left out of consideration.

6. Proceeding to the method of calculation adopted in the statements forwarded by the Director of Public Instruction, it is submitted that the number of teachers required in a year to meet the demand on account of the *expansion* of education is worked out with reference to the probable average increase in the number of pupils and the number of teachers required to teach them. The following is an example:—

Number of pupils in secondary schools for boys in 1915-16	130,353
Average percentage of increase in them each year	7
Number of pupils in 1916-17 is therefore	139,478
Number of teachers in secondary schools for boys in 1915-16	5,304
Number of teachers in 1916-17 calculated at the rate of 25 pupils for each year	5,579
Number of teachers required in 1916-17 on account of expansion of education is 5,579 — 5,304 or	275

There appears to be no objection to adopting this method of calculation.

7. The number of teachers required to meet *wastage* is calculated for each year as in the example below:—

Number of trained teachers in secondary schools for boys at the beginning of 1915-16	2,299
Number of teachers under training in the previous year (1914-15) but who became available for employment in the year 1915-16.)	309
Number of trained teachers actually in schools at the end of the year 1915-16	2,474
Wastage in 1915-16 is (2,299+309—2,474) or	134

(A percentage of wastage is arrived at from the figures of the last quinquennium as thus worked out.)

In calculating according to the above method there are certain fallacies. These are as follows:—

(1) It is assumed that all the teachers who are under training in a particular year will successfully pass the prescribed examinations. This, however, is not actually the case. A proportion of the teachers fail to pass the prescribed examinations. Though in the year 1915-16, 256 secondary grade teachers were under training, only 186 passed in that year the preliminary examination for teachers' certificates and for the purposes of the Educational Rules only those who have passed this examination are considered as trained teachers.

(2) Further, in regard to elementary grade teachers the period of training extends over two years. The number under training in that grade in a particular year apparently represents the strength in the first and second year classes. The strength in the latter class alone can be taken into consideration for calculating the number of teachers that will be available for employment in the succeeding year; but in the Director of Public Instruction's calculation the full number attending the school is included ; and

(3) It is assumed that all those who undergo training in a year will take employment as teachers in secondary or elementary schools in the succeeding year. In practice this, however, is not the case. Of the holders of collegiate trained teacher's certificates (B.A., L.Ts.), some find employment either in colleges or in the Government subordinate inspecting agency. Holders of secondary trained teachers' certificates need not necessarily all be employed in secondary schools. Some are employed in elementary schools with standards above the fourth to satisfy the requirements of rule 10 of the Madras Educational rules. A good number of these two grades of teachers are at present employed in training schools.

8. It is not easy to arrive at correct figures except by elaborate actuarial methods. Even the results obtained by such a process may be misleading in view of the rapid expansion in education that has taken place in recent years. In this Government's letter to India No. 916, dated the 22nd December 1911, paragraph 15, the average period of service of a trained teacher was assumed to be twenty years ; in other words, the wastage was taken to be 5 per cent. It is however doubtful whether women teachers of the collegiate and secondary grades will serve for such a long period as many of them resign their appointments after marriage. In their case the wastage may probably be doubled and put down as 10 per cent. An attempt will be made to work out the figures on this basis. As already pointed out the total number of additional teachers required on account of *expansion* of education, given in statement I appended to the Director's letter, may be accepted. The total number of teachers required to meet the annual wastage and provide for extension of education may be calculated as follows:—

Masters.			
	Wastage.	Additional teachers required to meet extension of education (average of the figures given in column 6 of statement I).	Total.
Teachers in boys' schools holding professional certificates of the collegiate and secondary grade.	$\frac{2,631}{20} = 131$	$\frac{2,009}{5} = 402$	533
Teachers in boys' schools holding professional certificates of the elementary grade.	$\frac{16,468}{20} = 823$	$\frac{16,040}{5} = 3,208$	4,031
Mistresses.			
Teachers in girls' schools holding professional certificates of the collegiate and secondary grade.	$\frac{355}{20} = 18$	$\frac{247}{5} = 49$	67
Teachers in girls' schools holding professional certificates of the elementary grade.	$\frac{2,896}{20} = 145$	$\frac{3,426}{5} = 685$	830

(If the wastage is calculated at 10 per cent the total will be increased to 85).

A certain number pass out every year from existing training institutions and become available for employment. The average number of pupils who so passed out during the last three years is given below :—

Masters.		Number.
		RS.
Collegiate grade	...	90
Secondary "	...	152
Elementary "	...	1,249
Mistresses.		
Collegiate grade	...	2
Secondary "	...	19
Elementary "	...	126

It will be seen from supplemental statistics No. 84 printed on page 78, volume II of the Public Instruction Report for 1915-16, that a good number of holders of collegiate and secondary grade teachers' certificates find employment in Arts Colleges and in training institutions. It will not therefore be correct to assume that all the pupils who pass out of training schools in a year find employment in secondary or elementary schools. Though no doubt these trained men will be required for training institutions themselves and for inspecting agency, etc., as we are concerned with the needs of only the elementary and secondary schools according to the statement, we should apparently confine ourselves only to them. On the figures given in supplemental statistics No. 84 the proportion of successful pupils who will take up employment in schools for boys and girls may be fixed as follows :—

Masters.		Per cent.
Collegiate grade	...	74
Secondary "	...	94
Elementary "	...	Nearly the whole.
Mistresses.		
Collegiate grade	...	64
Secondary "	...	86
Elementary "	...	Nearly the whole.

Adopting the above percentages the number of trained teachers now annually made available for employment in schools for boys and girls is—

Masters.		
Collegiate grade	$\frac{90 \times 74}{100}$	67
Secondary "	$\frac{152 \times 94}{100}$	143
Elementary "	...	1,249
Mistresses.		
Collegiate grade	$\frac{2 \times 64}{100}$	1
Secondary "	$\frac{19 \times 86}{100}$	16
Elementary "	...	126

Thus the *additional* number of teachers who will have to be trained in future to meet the requirements of secondary and elementary schools is as follows :—

Masters.		
Collegiate and secondary grade	533 — 210	323
Elementary grade	4,031 — 1,249	2,782
Mistresses.		
Collegiate and secondary grade	67 — 17	50
Elementary grade	830 — 126	704

(If the higher figure 85 is adopted, the number of additional teachers required will be 68).

The Director of Public Instruction's figures in regard to the number of additional teachers to be trained are—

Masters.		
Collegiate and secondary grade	...	326
Elementary grade	...	2,618
Mistresses.		
Collegiate and secondary grade	...	58
Elementary grade	...	646

Thus the Director's figures do not appear to be an overestimate and may be taken as the basis for the purpose of determining the number of additional institutions to be opened.

9. *Training Colleges for Men.*—Under rule 23 of the Madras Educational Rules, the headmaster and at least three other teachers in complete secondary schools should ordinarily hold collegiate trained teachers' certificates (B.A., L.Ts.); the other teachers should ordinarily hold trained teachers' certificates of not lower grade than secondary. Graduates are trained in teachers' colleges, while secondary training schools afford training to matriculates and persons who have obtained secondary school-leaving certificates and to those who have passed the intermediate examination.

Please see letter 497, 7th May 1915. Prior to 1911 there were two training colleges, one at Saidapet and the other at

Rajahmundry. In that year the college at the latter place was closed; the Saidapet college was reorganized so as to train not less than 100 graduates every year. Recently the necessity for a training college for the benefit of Telugu students in the northern part of the Presidency was again urged on the Government and they have obtained

G.O. 580, 26th May 1916. the sanction of the Secretary of State to the opening of a second teachers' college at

Rajahmundry. The college is to be opened in July next and, to begin with, about 50 students will be admitted every year.

Paragraph 2 of letter 497, 7th May 1915. The number of additional teachers to be trained for employment in secondary schools for boys is according to statement No. 1 enclosed to the Director's letter 326. The Director considers that half this number, that is, 163, should be men holding collegiate trained teachers' certificates. It is not clear why so large a percentage is adopted.

Page 78 of Public Instruction Report, volume II (1915-16). From supplemental statistics No. 84 it appears that in secondary schools for boys there were, on the 31st March 1916, 879

masters holding collegiate trained teachers' certificates as against 1,548 teachers of the secondary grade. The proportion is thus roughly as 1 : 2. If this proportion is adopted the number of additional teachers of the collegiate grade to be trained will be $\frac{326}{2}$ or 109. It is true that the new training college to be opened at Rajahmundry will, to begin with, admit only 50 students; but there appears to be no reason why it should not be enlarged to the size of the Teachers' College at Saidapet so as to afford training for 100 students. If this is possible, it will not be necessary for some time to open an additional training college as proposed by the Director of Public Instruction.

10. The cost of an additional training college is estimated by the Director of Public Instruction as follows :—

Recurring.		RS.
Staff, establishment, contingencies, etc.	...	29,880
Stipends	...	22,005
Total	...	51,885

Non-recurring.		
Buildings for the college and hostel	...	1,50,000

New buildings have yet to be provided for the teachers' college to be opened at Rajahmundry and the provision of such buildings will probably involve heavy outlay. Probably a lakh of rupees both for college buildings and for the hostel will be sufficient. The estimate under recurring charges however can considerably be reduced, if instead of opening a new teachers' college, the Rajahmundry college is enlarged to the extent needed. The Director may be asked to offer his remarks on these points and to submit revised estimates providing for what is absolutely necessary.

11. *Secondary Training Schools for Masters.*—Prior to 1911 there were besides the secondary department attached to the Teachers' College at Saidapet four training schools for the training of secondary teachers at Calicut, Coimbatore, Tanjore and Rajahmundry. For the reasons explained in paragraph 5 of letter No. 916, Educational, dated 22nd December 1911, this Government recommended that in lieu of these special institutions, six secondary training sections should be attached to some of the model high schools which it was then under contemplation to establish. The centres selected for the opening of such sections were Rajahmundry, Chittoor, Tiruvalur, Coimbatore, Palghat and Mangalore. The model high school scheme as at first submitted by this Government did not meet with the approval of the Secretary of State. Accordingly in G.O. No. 512, Educational, dated the 4th June 1913, the Government sanctioned revised arrangements for the training of secondary grade teachers and the opening of classes temporarily at the following centres:—

- | | | |
|------------------|-----------------|--------------|
| (1) Rajahmundry. | (3) Saidapet. | (5) Calicut. |
| (2) Mangalore. | (4) Coimbatore. | (6) Tanjore. |

Recently in G.O. No. 611, Educational, dated the 2nd June 1916, the Government sanctioned the opening, as an experiment, of a secondary training class for Uriyas in the Government Training school at Berhampur. Besides the Government training institutions, there are two private aided institutions at Pasumalai and Palamcottah. The strength of the various institutions in the training and practising sections is given below:—

	Strength of the training section.	Strength of the practising section.
Pages 39 to 42 of Public Instruction Report (volume II) for 1915-16.		
Rajahmundry	64	352
Saidapet	41	406
Tanjore	33	(There is a common practising section both for secondary and elementary departments.)
Pasumalai (aided)	24	166
Palamcottah (aided)	22	278
Coimbatore	29	...
Calicut	32	95
Mangalore	11	...
Berhampur (Uriya) newly opened	...	(Figures not available).

When the modified scheme for the establishment of model high schools submitted to the Government of India with letter No. 537, Educational, dated the 16th May 1916, is sanctioned, the secondary training classes now at Saidapet, Calicut and Tanjore will be removed to Chittoor, Tellicherry and Tiruvalur respectively. The arrangement will secure larger institutions for practising purposes and will probable enable the Director of Public Instruction to admit a larger number of students for training than hitherto.

12. In paragraph 39 of their resolution printed on page 18 of G.O. No. 215, Educational, dated the 6th April 1904, the Government of India expressed the opinion that the period of training for students must be at least two years except in the case of graduates for whom one year's training was considered sufficient. Accordingly in paragraph 13 of this Government's letter No. 916, Educational, dated 22nd December 1911, it was recommended that the period of training in the case of secondary grade teachers should be extended from one to two years except in the case of those who have passed the F.A. or the Intermediate examination of the Madras University and who have taken the courses for one of these examinations in a college. It has, however, since been decided to defer giving effect to the proposal till the modified scheme for the establishment of model high schools is sanctioned and introduced.

13. The Director of Public Instruction proposes the opening of four new secondary training sections with a view to train 160 additional teachers annually. Under rule 112 of the Madras Educational Rules the number under training in a department in each training school shall not exceed 40 except with the express sanction of

the Director. The number of additional teachers of the collegiate and secondary grades to be trained annually is according to the Director's estimates 326. If, as suggested in paragraph 9 above, the proportion of teachers of the *collegiate* grade to be trained annually is taken at one-third of this number, the number of teachers of the *secondary* grade for whom additional provision should be made is $\frac{2}{3} \times 326 = 218$. If the number of pupils in each training section is limited to 40, at least five additional training sections will have to be opened to meet the demand for trained teachers instead of the four suggested by the Director. As, however, pointed out above, it may be possible to admit a larger number of students in the existing training institutions when the modified scheme for the establishment of model schools is introduced. The Director may be asked to consider this aspect of the question and to report the minimum number of secondary training sections that would have to be newly opened to provide the additional number of teachers suggested by him.

14. The annual recurring cost according to the Director's estimate is as follows:—

	Rs.
Cost of four secondary training sections at Rs. 4,054 per annum ...	16,216
Cost of stipends of 163 pupils	17,604
Total	33,820

These figures will have to be altered if any changes are made either in the number of institutions to be newly opened or in the number of students to be trained.

As regards non-recurring charges, the Director's estimate comes to four lakhs for four new institutions and the hostels to be attached thereto. It will however be seen from paragraph 4 of this Government's letter to India No. 537, Educational, dated the 16th May 1916, that the non-recurring expenditure on buildings and equipment is estimated only at Rs. 60,000 for four training sections. The cost of a building for a hostel may be roughly estimated at Rs. 20,000 and the charges for four hostels will come to about Rs. 80,000. Total expenditure will thus amount to Rs. 1,40,000. It is not clear why the Director estimates the non-recurring charges at four lakhs. Some detailed explanation appears to be necessary.

Elementary training schools for masters.

15. With the sanction of the Secretary of State the training schools for primary teachers in the Presidency were reorganized in 1907. The principal features of the reorganization were—

- (1) the extension of the course of training from one to two years as enjoined in paragraph 40 of the resolution of the Government of India printed on page 18 of G.O. No. 215, Educational, dated the 6th April 1904,
- (2) the remodelling of the course of studies in the primary training schools so as to include general studies in addition to training in the art of teaching, and
- (3) the provision of a cadre of teachers for the practising schools attached to the training schools.

Subsequently in 1911 this Government, in deference to the wishes of the Government of India, submitted a complete scheme for the reorganization of the lower secondary (now designated higher elementary) and primary training schools. Under this scheme it was proposed to replace fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen lower elementary training schools. (Each higher elementary training school now contains also a lower elementary department.) In submitting the scheme this Government definitely expressed themselves against the proposal made by the Government of India to concentrate the training of teachers in large institutions to minimize expense. They stated that "such an arrangement is not suited to this Presidency where owing to the attachment of the people to their own country side, the diversity of languages and the insuperable difficulty, in the face of the competition of aided schools, of securing a practising school large enough for the training of a large number of teachers in one place, diffusion within

limits rather than concentration of the training of teachers would seem the right principle." The scheme received the sanction of the Secretary of State in August 1912 and orders introducing the scheme were issued in G.O. No. 1066, Educational dated the 3rd December 1912.

Subsequently six lower elementary training schools, which, according to the reorganization, should have been abolished, were also retained permanently.

G.O. 1231, 4th November 1914.

G.O. 117, 27th January 1917.

elementary grade and temporary higher elementary classes have been added to lower elementary training schools in other places. There are at present under Government management eleven permanent and four temporary higher elementary training schools in the Presidency, all having lower elementary classes also attached. There are also seventeen permanent and one temporary lower elementary schools. Besides, there were, on the 31st March 1916, sixteen higher elementary training schools under private or local board management, all but two of which had also lower elementary training classes. In addition to the teachers turned out by these training schools, the Government, in the years 1912 and 1913, sanctioned special temporary arrangements for training extra batches of teachers in the existing training schools in order to meet the large demand for trained elementary grade teachers—vide G.Os. Nos. 491, Educational, dated the 1st June 1912, 602, Educational, dated the 5th July 1912, and 759, Educational, dated the 15th August 1913.

16. According to the Director's estimate the number of additional teachers of the elementary grade that would have to be trained annually is 2,616. For the purpose of calculating the extra cost, one-half is assumed to be of the higher elementary grade and the other half of the lower elementary grade. The number of higher and lower elementary grade teachers under training during each of the last three years is given below:—

							Higher elementary.	Lower elementary.
1913-14	...	...	...	...	...	...	562	3,077
1914-15	...	...	...	...	...	...	1,031	2,737
1915-16	...	...	...	...	...	...	1,053	2,217

From the above it would appear that it will be sufficient if one-third of the total number of additional teachers is of the higher elementary grade and the remaining two-thirds of the lower elementary grade. Perhaps the Director of Public Instruction may be consulted on the point.

17. If the proposal to provide for an equal number of higher and lower elementary teachers is accepted, the number of schools having both higher and lower elementary classes that will be required is 33 (at the rate of 40 students in each department). The cost of staff and establishment for one such school is estimated at Rs. 7,548 per annum. This amount represents the present cost of one higher elementary training school with model school attached. The figure may therefore be accepted. The Director makes a provision of Rs. 660 for contingencies for each school. The total cost of each school therefore amounts to Rs. 8,208 or Rs. 8,200 roughly. The cost of 33 schools is therefore taken as Rs. 8,200 × 33 or Rs. 2,70,600. The recurring charges on account of stipends are estimated at Rs. 5,21,892. This estimate does

not however take into account the increased rate of stipends that will have to be paid to Muhammadans, Panchamas, etc.

If, however, it is decided that one-third of the additional number of teachers need alone be of the higher elementary grade, only 22 higher elementary and 22 lower elementary training schools will be required. In that case there will be appreciable reduction in establishment and other charges, and the cost on account of stipends paid to pupils will also be reduced. The Director of Public Instruction may be asked to offer his remarks on the above point. He may also be asked whether it is not possible to admit extra batches of pupils for training in existing institutions under suitable arrangements, thereby reducing materially the number of institutions to be newly opened. The feasibility of such a course however depends on the size of the practising schools available.

18. As pointed out above the period of training of elementary grade teachers was extended from one to two years in 1907, chiefly with a view to improve their general education. In paragraph 11 (v) of their resolution No. 301-Edn., dated the 21st February 1913, the Government of India expressed the view that the period of training should be two years in the case of those who have passed through only the upper primary course and one year in the case of those who have passed the middle vernacular examination. In their letter now received they raise the question of limiting the period of training to one year, chiefly with a view to reduce the cost of training, and ensure an adequate supply of trained teachers. The Director is opposed to the proposal on the ground that ill-trained teachers produce ill-taught boys some of whom become teachers and that the result would be a cumulative depression of educational standard. His view may be concurred in.

Page 28 of Madras Educational Rules.

Under rule 111 of the Madras Educational Rules it is open to the Director to shorten the period of training in special cases.

19. The outlay on buildings and hostels for 33 elementary training schools is estimated at 33 lakhs at the rate of one lakh per institution. In paragraph 8 of his letter No. 5128, dated the 25th November 1910, on page 17 of G.O. No. 424, Educational, dated the 1st July 1911, the Director estimated the cost of providing a building for a higher elementary school at about Rs. 50,000. The cost of a hostel will come to Rs. 20,000. Total cost Rs. 70,000. Thus the estimate of one lakh appears to be susceptible of reduction.

20. *Training College for Women.*—There is at present no separate training college for women in this Presidency. Lady graduates undergo training in the Teachers' College at Saidapet. The number of lady graduates who underwent training during the last five years is noted below:—

1911-12	...	...	...	...	...	...	...	...	3
1912-13	...	...	...	...	...	...	...	...	1
1913-14	...	...	...	...	...	...	...	...	3
1914-15	...	...	...	...	...	...	...	...	2
1915-16	...	...	...	...	...	...	...	...	3

According to the estimate framed by the Director of Public Instruction, the total number of additional trained teachers required annually for secondary schools for girls is 58. As in the case of boys' schools he considers that one-half of this number should be of the collegiate grade (L.Ts. and the other half of the secondary grade. The number of collegiate and secondary grade teachers employed in girls' schools on the 31st March 1916 was 36 and 131 respectively, i.e., the number of collegiate trained teachers was one-fifth of the total. The number of additional teachers of the collegiate grade required in future years is therefore eleven. It does not appear necessary to open a separate training college for women to provide for such a small number especially as the money available can be usefully spent in other directions. The cost of such a college is estimated at Rs. 29,880, but as no details are given it is not possible to judge as to the sufficiency or otherwise of the amount. In any case there seems to be no need to spend a lakh and a half on the construction of buildings at the outset.

21. *Secondary Training Schools for Mistresses.*—There were on the 31st March 1916 two Government and four aided institutions. The number of secondary grade teachers trained during the last three years was—

1913-14	...	...	...	...	...	...	...	...	50
1914-15	...	...	...	...	...	...	...	...	47
1915-16	...	...	...	...	...	...	...	...	88

According to the Director's statement No. I, the number of additional trained teachers required for employment annually in secondary schools for girls in future years is 58. Of this a proportion (one-fifth) will be holders of collegiate trained teachers' certificates. Thus the number of teachers of the secondary grade required will be about 47. The Director of Public Instruction suggests the opening of a new secondary training school for mistresses at an extra cost of Rs. 7,600 per annum. If however additional

pupils to the number required can be admitted for training in the existing institutions (Government and private) there will be no need to open an additional training school and the extra expenditure (both recurring and non-recurring) will considerably be minimized. The Director may perhaps be requested to offer his remarks on the above suggestion and also to furnish details relating to the figure 7,600 put down in his estimate. It may be mentioned in this connexion that the four lakhs

Letter 302, 29th March 1917.

grant recently sanctioned by the Government of India is intended primarily for male teachers.

22. *Elementary Training Schools for Mistresses.*—On the 31st March 1916 there were six Government higher elementary training schools (having lower elementary training classes) and also two higher elementary training classes in the two secondary training schools for mistresses. There was also one separate lower elementary training school for mistresses under Government management. Besides these there were ten aided higher elementary training schools and four such classes in four aided secondary training schools. There were also seven lower elementary training classes in these aided schools. Thus on the whole there were twenty-two higher elementary and fourteen lower elementary training classes for female teachers in the Presidency. The Government have now under consideration a proposal to open a new higher elementary training school for mistresses at Cuddalore. The Director of Public Instruction estimates that, on an average, 646 additional teachers of the elementary grade would be required every year to meet the annual wastage of trained teachers and the demand on account of extension of elementary education. As in the case of male teachers the Director considers that one-half of the number of additional teachers should be of the higher elementary grade and the other half of the lower elementary grade. The number of teachers of the higher elementary grade under training on the 31st March 1916 was 484 while the number of elementary grade teachers was only 173. If the Director's estimate is adopted, the number of additional schools required is eight. The cost on account of staff of a higher elementary training school for one year is taken as Rs. 6,000 or Rs. 500 per mensem. The average cost per mensem of the higher elementary training schools at Calicut and Rajahmundry is Rs. 580. No details are given showing how the sum of Rs. 500 has been arrived at. Perhaps training sections will be established in connexion with existing elementary schools. The estimate may be allowed to stand. A sum of Rs. 2,000 is provided for contingencies. The total cost of eight schools for staff and contingencies amounts to Rs. 64,000 per annum. The cost on account of stipends for 646 teachers is Rs. 1,42,443 per annum. The Director of Public Instruction may be asked whether it is possible to admit additional pupils for training in existing institutions so as to reduce the number of new institutions to be opened.

Pages 43 and 44 of volume II of Public Instruction Report (for 1915-16).

Page 44 of volume II of Public Instruction Report (1915-16).

Pages 7 and 9 of G.O. 679, 27th September 1911.

23. The Government of India have made certain general observations for consideration in connexion with the framing of the estimate for the improvement of the training of teachers. These are—

(1) whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of new teachers;

(2) whether the present exigencies may not justify the adoption of a normal period of training amounting to a lesser period such as one year; and

(3) how far improvements and economies in the present system of training could be effected.

As regards the first of these points, the Director of Public Instruction points out that the order in which preference should be given to teachers under training is given in rule 115 of the Madras Educational Rules and that there is no reason to depart from it. The other two points are also sufficiently met in paragraphs 3 and 4

Page 29 of Madras Educational Rules.

of the Director's letter and have been noted on in the previous paragraphs. His views may be concurred in.

24. *Pay of teachers.*—In the Educational Policy of 1913 the Government of India recommended (1) that trained teachers in elementary schools 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;

(2) that in Government secondary schools 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 should be introduced.

Paragraph 11 (vi), page 6 of G.O. 394, 1st May 1913.

The Government of India now desire that local Governments should take this opportunity of considering the progress made and of judging as to the adequacy of the measures hitherto taken for improving the remuneration of the teaching staff.

25. *Elementary schools.*—Prior to 1912 there were trained teachers in elementary schools on pay less than Rs. 10 per mensem. In G.O. No 445, Educational, dated the 22nd May 1912, the Government approved the proposal to grant an allowance to all trained and approved teachers in schools under public management so as to raise their salary to Rs. 10 per mensem. The Government distributed a sum of Rs. 80,000 to district boards and municipalities to meet the extra expenditure. A similar sum has in the succeeding years been distributed to the local bodies towards this purpose.

In G.O. No. 320, Educational, dated the 24th March 1916, the Government have stated that untrained teachers in schools under public management may be given a minimum pay of Rs. 8.

As regards elementary schools under private management, it is submitted that, prior to 1913, article 15 of the Grant-in-Aid Code authorized the payment of grant at a uniform rate of Rs. 36 per annum to all teachers, whether trained or untrained. In 1913 the rule was modified so as to make this rate applicable only to untrained teachers. The rate for trained teachers of the lower elementary grade was raised to Rs. 42 per annum and that for trained teachers of the higher elementary grade to Rs. 48 per annum.

G.O. 715, 5th August 1913.

With regard to elementary schools for girls the Government have in G.O. No. 1161, Home (Education), dated the 8th November 1916, allowed local bodies to pay Rs. 10 a month to untrained school mistresses. There was recently a proposal under consideration to raise the rate of pay of women teachers in all elementary schools to Rs. 12 per mensem. As the scheme was expected to cost about Rs. 70,000 it was decided to postpone further consideration pending removal of the present financial restrictions.

G.O. 1320, 8th December 1916.

26. *Secondary schools.*—There is at present no minimum rate of pay laid down by Government for teachers in secondary schools. In the model high school scheme it was proposed to fix the minimum pay of teachers in Government secondary schools at Rs. 25 a month. The maximum was fixed at Rs. 100 for assistants. But the Government of India have requested this Government to consider whether the minimum and maximum may not be fixed at Rs. 40 and Rs. 120, respectively. The Director of Public Instruction has in that connexion suggested that they may be fixed at Rs. 30 and Rs. 125. This is separately under consideration.

As regards secondary schools under local bodies, the Government sanctioned in 1913 a subsidy of Rs. 94,325 for the improvement of the pay of the staffs employed in their institutions. The Director then stated that in arriving at this amount he calculated the cost of putting each of these institutions upon a footing somewhat similar to that proposed for the Government model high schools and that the grant proposed by him was approximately a moiety of the cost so calculated. Similar sums have been granted to local bodies in subsequent years to meet the cost of enhancement of the pay of teachers.

G.O. 1007, 5th November 1913.

With regard to aided secondary schools it is submitted that in 1912 the Government of India made a recurring grant of Rs. 80,000 for the improvement of aided English secondary schools. The whole of this grant was distributed by the Director of Public Instruction for the improvement of the pay and prospects of teachers in such schools.

As regards pandits and munshis, the scales of pay of these in Government schools were revised in 1912. In 1915 the Government sanctioned a subsidy of Rs. 9,100 towards the raising of the pay of these pandits and munshis in schools under local bodies.

The Director of Public Instruction states that an increase to the pay of secondary school teachers is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government high schools. He also observes that during the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period. The Government of India have sanctioned an annual recurring grant of four lakhs a portion of which to be utilized on the improvement of the pay of the teachers. The Director of Public Instruction has been asked to submit proposals for the utilization of the grant and on receipt of his recommendations, the question may be fully gone into.

27. In conclusion it is submitted that when the Director's estimates for additional facilities for training were framed, there was no indication that the Government of India would sanction recurring grants for the training and improvement of the pay of teachers. Now that they have sanctioned an annual grant of four lakhs for the purpose, and are likely to sanction additional grants if a well considered scheme is put before them, it appears desirable to examine the present position somewhat more closely and limit the demand for additional funds to a reasonable figure. It is submitted that the Director of Public Instruction may be requested to submit detailed proposals for the training of teachers somewhat on the lines of the scheme submitted by him

G.O. 424, 1st July 1911. in 1910 and to state whether any and, if so, what improvements are needed in the pay of teachers in secondary and elementary schools. It appears unnecessary to take into consideration at present items of improvement which, though desirable, are not urgent and can conveniently be deferred for some years longer.

N.K.—4-4-17.

What is required by the Government of India is a rough basis, however inadequate, to regulate the future expansion of training institutions. Any attempt at a detailed elaboration of a scheme seems quite unnecessary especially without any information as to the amount of funds that could be made available for the purpose.

2. However, the rough estimate put forth by the Director of Public Instruction may be re-examined in the light of the detailed criticisms above and in view of the fact that an Imperial grant of four lakhs (recurring) has since been sanctioned, the major portion of which is intended for training teachers. This grant may help us in putting in operation the first instalment of the expansion of training facilities contemplated by the Director of Public Instruction and consequently in determining the order of urgency of the several items in the programme.

3. Of the criticisms of the estimate, those relating to the method of calculation of wastage in paragraph 7 on page 2 supra seem to have some force. As the estimate may have to be submitted to the Government of India it may be better to formulate one open to less objection.

4. The other remarks fall under the two following heads:—

(a) the method of determining the proportion of the numbers of teachers employed in secondary and elementary schools, in the former case between those holding collegiate trained teachers' certificates and secondary grade certificates and in the latter between higher and lower elementary grade certificates,

(b) the larger use of existing training institutions and

(c) the comparatively heavier outlay proposed under non-recurring charges of the institutions newly to be opened.

5. In the case of the first of the above heads, the Director of Public Instruction's proposal to divide the number equally between the two classes does not seem to be

based on the existing proportion, though the existing state of affairs has been taken as the basis in the other calculations in framing the programme.

6. The file may be sent to the Director of Public Instruction u.o.

C. RAMANUJA ACHARIYAR—14-4-17.

Director of Public Instruction (u.o.) for favour of remarks on the above note.

• 2. The Government of India also want suggestions for economies. I see none suggested. The suggestion made above to admit more pupils than 40 in a class is perhaps feasible.

3. I am afraid a programme with a recurring expenditure of 11 lakhs will receive scant attention. But if we send one, more modest, in excess of 4 lakhs even, there is a chance of the plan being sanctioned.

Can the Director of Public Instruction offer suggestions?

4. Will this be acceptable? Seeing it is impossible not to have trained teachers of the present type except in a minority, is it possible to evolve a lower kind of training? say for six months to one year and afterwards model lessons once a month by the Sub-Assistant Inspector at a taluk centre? Such lower trained men to get lower pay?

5. Secondary and collegiate trained teachers start on excellent pay. In the general departments people qualify for service at their own cost. Is the time come to discontinue Government stipends? The above of course are only my personal suggestions.

R. RAMACHANDRA RAO—18-4-17.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Paragraph 7.—(1) I think that all teachers trained may properly be taken into consideration even if they do not become certificated in the minimum time. Most do so eventually.

2. (2) I have had two fresh tables prepared which I place in the file correcting this mistake by taking the number of elementary teachers who pass out of the training schools at half the number on the rolls on 31st March in any year.

This correction will raise the cost as regards elementary teachers by Rs. 1,38,600 recurring and 17 lakhs non-recurring or if Rs. 80,000 per school is taken (page 15 below) Rs. 13,60,000.

I do not think I need say anything about the method of calculating wastage, since the results of the Secretariat's calculation and mine differ so little.

3. Paragraph 9.—I said that half the additional teachers for secondary schools ought to be L.Ts. because the proportion of this grade of teachers is so much lower in the high schools than it ought to be and because so many lower secondary schools have not as they should have under the rules L.T. headmasters. Bringing up the proportion to what it ought to be is perhaps not quite part of either replacing wastage or meeting expansion but the proper staffing of secondary schools is so important in the general interests of education that I hope my figure may be allowed to stand.

4. As regards the need for a third teachers' college I doubt if we could get 100 students at Rajahmundry. We have not got even 50 for next July. They must of course be Telugus. Another college is wanted in the south, say at Madura. I am considering whether an Arts aided college could open a L.T. class with assistance from the four lakhs, and this would be in the direction of economy, but I think that an additional college should go up as part of our programme. Since the idea is to provide by this college for 163 students—not all in it but distributed among three—I do not think the estimate is too high. Perhaps India might be told that the question of utilizing aided institutions for training purposes with consequent economy is under investigation—and this applies also to secondary training—I shall probably propose the opening of secondary training classes attached to selected high schools, aided and others.

5. Paragraph 13.—I have taken the additional number of secondary men to be trained as 163 as explained above. I do not think that more than 40 can be trained in one class. The number must bear some proportion to the model school available for practice. This must not be swamped with immature teachers. As regards non-recurring expenditure the Rs. 60,000 mentioned in paragraph 14 did not of course

include hostels. At that time moreover I did not contemplate the training of anything like 40 students in a class, only 20 at most in fact. For 40 I reckon at a most moderate estimate class rooms with a floor space aggregating at least 1,500 sq. ft. would be necessary. I have no data for calculating the cost of this but I think it would exceed Rs. 15,000. Hostels would have to accommodate 80 students each (40 in each year). The cheapest hostel I have seen lately works out to over Rs. 700 per head which would give Rs. 2,24,000 for the four hostels with 80 students in each. Then there is of course equipment of every kind. Perhaps the four lakhs might be reduced to three.

6. Paragraph 16.—As regards the proportion of lower and higher elementary teachers I have been influenced by considerations of what ought to be and might be rather than what is. The trained lower elementary teacher is a makeshift and in time I hope we shall do without him altogether. Even since I made proposals for the reorganization of 1912 things have greatly changed. We could certainly get at least the proportion of higher elementary men I have mentioned and I do not think we ought to estimate for less.

7. Paragraph 19.—I do not think estimates framed in 1911 are very useful in 1917. I doubt whether the Rs. 33,00,000 is excessive. $33 \times 70,000$ would certainly be too low. Anything like accuracy is impossible. We could only approximate to it by consulting Public Works Department. It might perhaps be cut down to $33 \times 80,000 = 26,40,000$ but in practice I feel sure that this would prove an underestimate. Cost of equipment has to be considered.

8. Paragraph 20.—I have again estimated for what ought to be. We want a much larger proportion of trained graduate teachers in girls' schools. To build and equip a thoroughly good teachers' college for girls would, I think, cost a lakh and a half. I have certainly no intention of starting one at once. It may be possible to avoid it altogether by some system of apprenticeship for women graduate teachers in suitable institutions and by not requiring them to take the L.T. degree. This would of course be cheaper but I cannot even guess at the cost. As the lines of development of female education are so undetermined at present perhaps the Rs. 29,880 may stand with the remark that should it prove necessary to establish a teachers' college for girls a considerable non-recurring expenditure will be in addition necessary.

9. Paragraph 22.—I put the number of additional schools at eight because the policy of diffusion rather than concentration is particularly necessary in the case of girls who cannot be expected to go far from their homes for training.

10. I will now offer a few remarks on the more general aspect of the question of the amount of the estimate for training.

11. I confess that in framing it I did not try to keep it low. I did not suppose that India would be in a position to give at once what was asked. What I had in view was rather to show that any sums they were likely to provide for some years to come could advantageously be spent in developing our present system. The four lakhs I consider as an instalment and I do not think that India can think of it otherwise.

12. I think it should be pointed out to India that any estimate must be a very rough approximation. It is very difficult to calculate wastage and still more so expansion which I take it is more likely to be in a geometrical than an arithmetical progression.

13. I do not think we should get any real advantage by being satisfied with a lower type of training. What we have to combat in the elementary teachers is sheer ignorance and want of mental training. After two years in the training school the lower elementary men are good for something—not I fear much—the higher elementary men are much better—many of them better than the secondary men with a year's training. The two years for the secondary men are wanted to make them decent teachers of English for the lower classes in secondary schools. Better teaching in these classes is a crying need and I should like this point emphasised to India. It will appeal particularly to Sir Sankaran Nayar who wants English work extended as low down the schools as possible.

14. I am strongly against any sacrifice of efficiency to quantity in training. The trained teacher at present does something to leaven the lump or in another Biblical metaphor to salt it. We must see that the salt loses nothing of its savour.

15. I cannot even hold out prospect of economy in buildings. Life and work in decent hostels and class rooms are a training in themselves. They increase the teachers'

self-respect and enhance the consideration in which they are held. This is the experience of centuries in Europe and is recognized fully in this Presidency where the demand for good educational buildings is universal.

16. I think the present stipends will have to be paid. Possibly they might be considered in whole or in part as an advance of pay and recovered from salary. This is a very difficult question and I doubt whether in practical working it would save anything to the State. The budding lawyer pays his own way because of the plums of the profession, so I suppose the doctor. If we did not give stipends I doubt if any but the worst qualified men would consent to be trained.

17. I doubt if we could admit more than 40 pupils in a class. The Teachers' College and most of the training schools are already too full in reference to the strength of their model schools. Perhaps India might be told that we are anxious to effect such economies as are compatible with the maintenance of efficiency and the reasons given why those suggested by them are impracticable.

18. I see on page 13 of the notes a reference to the scheme of 1910 which was sanctioned with modifications in 1912. I need not perhaps say that my estimate was not in the least intended to be a scheme to be sanctioned or not *en bloc*. Nor do I understand India to have contemplated anything of the kind. My proposals for the four lakhs will contain a scheme for immediate adoption.

19. Cannot India be told that the expansion of training institutions has been dealt with in this Presidency in anything but an unsystematic and haphazard manner.

J. H. STONE—13-5-17.

P.S.—The ultimate goal is the training of all teachers distant though it be. All well-educated countries, e.g., France, Switzerland, Germany, do it. With any money India can give us we can advance so many steps towards it. I see no use in any arbitrarily fixed intermediate point. Surely also the Local Government will when better times come be able to find more for training.

J.H.S.—13-5-17.

HOME (EDUCATION) DEPARTMENT.

The Director of Public Instruction has submitted two revised statements—one relating to elementary schools for boys and the other for girls—showing the numbers of additional male and female teachers of the elementary grade who will have to be trained each year in the next quinquennium. These statements are intended to remove the mistake pointed out in paragraph 7 (2) on page 3 supra. The number of trained teachers who will be available for employment in each year is taken to be half the number undergoing training in elementary training schools. Calculating on this basis, the statement for boys' schools shows that 3,717 additional teachers of the elementary grade will have to be trained in each year of the ensuing quinquennium. This figure is arrived at by striking the average of the figures in column 9 of the statement. It is submitted that the average comes to 2,717 and not 3,717. The statement forwarded by the Director of Public Instruction calculating the cost of stipends and the number of additional training schools has taken for its basis this figure 3,717 and the entries therein are therefore incorrect. A revised statement is necessary. It is for orders whether the Director of Public Instruction may be requested to send a revised estimate.

2. In the statement relating to girls' elementary schools the number of additional teachers to be trained annually in the next quinquennium is put down as 940. According to the original estimate the number was 646. For arriving at the figure 940 the wastage in the number of trained teachers is taken as 12 per cent of the total number of such teachers. It is explained that the rate of wastage in the case of female teachers is taken as double that in the case of male teachers for the reasons given in paragraph 8 of office-note on page 3 supra. It is submitted that the suggestion in the office-note that wastage in the number of female teachers may be taken as double that of male teachers was intended to apply to the teachers of the secondary and collegiate grade and not to those of the elementary grade. Female teachers of the elementary grade are not likely to leave service after marriage, etc., as those of the other two grades as they may secure employment in their own place. It does not therefore seem to be safe to assume that in their case the wastage is double that of male teachers. If this is accepted, the Director of Public Instruction may be requested to furnish a revised

statement, the wastage being calculated in some such manner as that adopted in the case of male teachers.

If it is not possible to adopt such a method of calculation, it will be sufficient if the wastage is taken to be 6 per cent.

3. The Government of India have suggested that the Local Government should consider how far it would be possible for this Government to act up to the estimate now being framed. On return of the file from the Director of Public Instruction, it may be sent to the Financial Department who may be requested to offer their remarks on the question whether any and, if so, what funds can be made available in the next five years for the opening of additional training schools.

S.K.—21-5-17.

N.K.—28-5-17.

C. RAMANUJA ACHARIYAR—29-5-17.

Director of Public Instruction (u.o.) for favour of further remarks on the points noticed above.

R. RAMACHANDRA RAO—30-5-17.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I place revised statements below. Please see my postscript on page 16, which does scant justice to the Government of India's idea. This I now see is the complete substitution of untrained by trained teachers in the time necessary for the disappearance of the existing untrained teachers by death or retirement.

J. H. STONE—11-6-17

HOME (EDUCATION) DEPARTMENT.

The cost (recurring and non-recurring) of the proposals made by the Director of Public Instruction for the training of additional teachers is shown in the subjoined statement:—

Grade of teachers.	Number of additional teachers to be trained every year.	Number of new institutions to be opened.	Recurring.			Non-recurring.	
			Cost of new institutions on staff, establishments and contingencies.	Stipends.	Total (col. 4 + col. 5).	Buildings for school and hostel for	Cost.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Masters.							
(i) Collegiate grade ..	163	1	Rs. 29,880	Rs. 22,005	Rs. 51,885	One teachers' college ..	1½
(ii) Secondary grade ..	163	4	16,216	17,604	33,820	Four secondary training sections.	3*
(iii) Higher elementary.	1,358	34†	2,78,800	5,41,842	8,20,642	Thirty-four higher elementary training schools.	34 or 27·5
(iv) Lower elementary.	1,258						
Mistresses.							
(v) Collegiate grade ..	29	1	29,880	5,220	35,100	One teachers' college ..	1½
(vi) Secondary grade ..	29	1	7,600	3,654	11,254	One secondary training school.	1‡
(vii) Higher elementary.	343	9†	72,000	1,51,484	2,23,484	Nine higher elementary training schools.	9 or 7·2
(viii) Lower elementary.	343						
Buildings and hostels for existing training schools.							16
Total ..	..	..	..	..	11,76,185	..	63 or 54·4

* In arriving at this figure the Director of Public Instruction has assumed that the course in secondary training schools lasts for two years. But in calculating stipends, etc., it is taken as one year. It will be sufficient if the non-recurring expenditure is taken as two lakhs for the four institutions.

† These will have both higher and lower elementary training classes.

‡ The Director of Public Instruction states that a considerable non-recurring expenditure will be incurred.

§ This is only a probable figure suggested by office.

2. Since the above notes were written, the Director of Public Instruction has submitted proposals for the utilization of the Imperial grant of four lakhs received in

the current year. If those proposals are accepted, additional facilities will be provided for the training of the following numbers:—

										Masters.	Number of additional teachers.
Collegiate grade	...	...	...	...	...	...	...	...	...	20	
Secondary grade	...	...	...	...	...	...	...	...	...	175	
Higher elementary grade	...	...	...	...	...	...	...	...	...	120	
Lower do.	...	...	...	...	...	...	...	...	...	40	

Besides, the Training College at Rajahmundry has been opened on the 2nd of this month and it will provide training for 50 students of the collegiate grade. Thus the number of new teachers for whom additional facilities should be provided is shown below:—

<i>Masters.</i>							Number of teachers.
Collegiate grade	...	...	...	...	...	...	93
Secondary grade	...	...	...	...	...	...	Nil.
Higher elementary grade	...	...	...	...	...	...	1,238
Lower do.	...	...	...	...	...	...	1,318

The Director of Public Instruction has also reserved a sum of Rs. 32,777 out of the four lakhs grant towards the improvement of the Government secondary schools for girls and for training schools for mistresses. He has stated that he would submit detailed proposals under these heads later on. It is only after the receipt of these proposals it will be possible to say what reduction can be made in the number of mistresses for whom additional facilities for training should be provided. For present purposes it may be assumed that provision will be needed for all the number shown in the statement on page 16 above.

3. The cost of opening new institutions for the training of the number of teachers mentioned in paragraph 2 supra and of the additional mistresses required may be calculated as follows:—

Grade of teachers.	Number of additional teachers to be trained.	Number of new institutions to be opened.	Recurring.			Non-recurring.	
			Cost of new institutions on staff, establishments and contingencies.	Stipends.	Total.	Buildings for school and hostel for	Cost.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Masters.							
Collegiate grade	93	1	Rs. 29,880	Rs. 12,555	Rs. 42,435	One teachers' college	1½
Secondary grade	Nil.	...	...	...	...	...	...
Higher elementary	1,238	31*	2,54,200	2,72,979	5,27,179	Thirty-one higher elementary training schools.	31 or 24-8
Lower do.	1,318†	21	6,872	2,35,263§	2,42,135	Two lower elementary training schools.	1
Mistresses.							
Collegiate grade	29	1	29,880	5,220	35,100	One teachers' college	1½
Secondary grade	29	1	7,600	3,654	11,254	One secondary training school.	1‡
Higher elementary	343	9*	72,000	1,51,484	2,23,484	Nine higher elementary training schools.	9 or 7-2
Lower do.	343						
Total			4,00,432	6,81,155	10,81,587	Buildings and hostels for existing training schools.	58 or 50

* These will have both higher and lower elementary training classes.

† Of these 1,318 lower elementary grade teachers, 1,238 will be trained in the 31 higher elementary training schools. For the remaining 80 teachers it is proposed to open two lower elementary training schools.

‡ These will have only lower elementary training classes.

§ This is the cost of stipends for 1,318 teachers.

4. In the above statement the cost on account of staff and establishment for a secondary training school for mistresses is taken as Rs. 7,600. The cost of a secondary training section for masters is only Rs. 4,050. The estimate of Rs. 7,600 for the school for mistresses seems to be rather high but it may, it is submitted, be accepted.

In calculating the cost of a higher elementary training school for mistresses, provision is made for a sum of Rs. 2,000 for contingencies. This amount seems to be an overestimate but it may be allowed.

5. *Pay of teachers.*—In connexion with the utilization of the Imperial grant of four lakhs, the Director of Public Instruction has proposed the raising of the pay of women teachers in elementary schools under public management from Rs. 10 to Rs. 12 per mensem and of male teachers in such schools from Rs. 10 to Rs. 11 per mensem. He has also proposed to enhance the teaching grants now paid to trained teachers in aided elementary schools so as to enable the managers to offer better pay to their teachers. A sum of Rs. 41,000 is also to be held in reserve to be distributed among aided secondary schools with a view to secure improvement in the pay and prospects of teachers. The Director of Public Instruction has not included in his estimates in the current file any additional expenditure under this head. In letter No. 45, dated the 10th January 1914, this Government accepted the proposal of the Government of India that the minimum pay of all trained teachers in elementary schools should be raised to Rs. 12 per mensem. For want of funds the Director has proposed the immediate raising of the pay to Rs. 11 only. The raising of the minimum to Rs. 12 will involve a further expenditure of Rs. 1,17,421. It is for consideration whether this sum may not be included in the estimates to be sent to the Government of India.

6. The file may, it is submitted, be sent to the Financial Department as suggested in paragraph 3 of office-note on page 16 supra.

S.K.—6-7-17.

N.K.—6-7-17.

C. RAMANUJA ACHARIYAR—7-7-17.

R. RAMACHANDRA RAO—9-7-17.

FINANCIAL DEPARTMENT.

The current letter from the Government of India (Department of Education) dated 30th August 1916, relates to (1) the expansion of training institutions for teachers, and (2) the provision of adequate pay for teachers.

2. The Government of India consider that a general standard should be adopted as representing the extent to which training should be supplied in the various provinces and that the lowest result which should be aimed at by local Governments is that the number of teachers (male and female) to be trained in each year should not be less than the number of new teachers whom it is necessary to provide in the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. The Government of India have accordingly asked for an estimate of the number of teachers thus required during the five years from 1917-18, and remark that local Governments "should consider how far they will be able to carry out the proposal."

The Government of India also desire that local Governments should take this opportunity of considering the progress made in regard to the provision of adequate pay for teachers and of judging as to the adequacy of the measures hitherto taken.

The Government of India conclude by saying that so long as the war lasts it will ordinarily not be possible to provide for any material increase of Provincial expenditure in the directions indicated.

3. The Government of India have since sanctioned a recurring Imperial grant of four lakhs per annum for the above purposes with effect from 1st April 1917 to this Presidency (the grant given to the Bengal Government is 9 lakhs—vide page 430 of *Gazette of India*, dated 17th March 1917).

4. Attention is solicited to the demi-official, dated 15th March 1917 (written from Delhi), from the Hon'ble Mr. Davidson, from which it will be seen that the Education Member of the Government of India is hopeful of helping Madras materially with Imperial grants, if, before October 1917, the Government of India are furnished with information as to (1) the progress already made by this Government with the programme for the improvement of the supply, position, and pay of trained teachers in general, (2) the further progress rendered possible by the new recurring Imperial grant of four lakhs per annum, and (3) the details of additional measures considered essential to place this feature of educational advancement on a thoroughly sound basis.

5. The Director of Public Instruction has since submitted proposals for the utilization of the recurring grant of four lakhs. According to these proposals, a sum of about 2.53 lakhs will be spent on improving the pay of teachers, and the balance, viz., 1.47 lakhs, on training, secondary schools for girls, etc.

6. Home (Education) propose to furnish the Government of India with the following estimate representing the expenditure which will have to be incurred during the next five years, after excluding the expenditure from the recurring grant of four lakhs referred to above :—

	Recurring per annum. LAKHS.	Non-recurring. LAKHS.
Training institutions	11.76	
Expenditure which will be met from four lakhs Imperial grant, etc.	— .94	About 58 or 50 lakhs.
	10.82	
Raising the minimum pay of teachers ...	1.17	...
	11.99	58 or 50 lakhs.

The above figures do not take into account the cost of substituting trained teachers for existing untrained teachers; and if this is included, the cost will be prohibitive—vide paragraph 5 on page 2 ante and Director's note, dated 11th June 1917, on page 16 ante.

* Yes, if left to our own resources the advance cannot in the nature of things be very rapid. It must not be forgotten that the cost will be recurring and cannot be met from *balances* which are devoted mainly to *non-recurring* expenditure.

L.E.K.—23-7-17.

(† The ultimate goal, viz., the training of all teachers.)

7. As remarked by the Director, "with any money India* can give us we can advance so many steps towards it †."

With reference to paragraph 3 of Home Secretary's note, dated the 18th April 1917, that a programme with a recurring expenditure of eleven lakhs per annum will receive scant attention from the Government of India, it is respectfully submitted that, in cases like the present one, where the Government of India merely ask for

This is very true. The traditions of this Government for economy have stood them in bad stead. We have been sufferers through being moderate in our demands.

L.E.K.—23-7-17.

forecasts, it is desirable that the figures should represent, as far as possible, the maximum, and not the minimum, requirements, as any recurring grants which the Government of India will distribute among the various provinces will necessarily be in proportion to the estimated requirements of the various provinces—cf. page 351 of the Government of India Financial Statement for 1911-12. By curtailing our forecast to minimum requirements, this Government run the risk of receiving only small recurring Imperial grants.

8. Taking the figures, calculated by Home (Education), it will be seen that they estimate the additional average annual recurring cost on account of training institutions at 11.76 lakhs as shown below :—

[Deducting from this figure, an expenditure of .94 lakh which will be incurred from the Imperial recurring grant of four lakhs, the additional average annual cost is calculated at 10.82 lakhs.]

	LAKHS.	
First year	9.24	Total additional cost for five years is 58.79 lakhs. Average annual cost (one-fifth) is 11.76 lakhs.
Second year	10.85	
Third "	11.64	
Fourth "	12.80	
Fifth " and subsequent years	14.26	

It will be seen that the cost is increasing year by year and that the annual cost in the fifth and succeeding years will be 14.26 lakhs. For our present purposes, this figure should be taken, instead of the average annual cost of 11.76 lakhs.

I think so.

L.E.K.—23-7-17.

9. Turning to the specific question raised by Home (Education) as to how far this Government will be able to allot from Provincial funds towards the opening of additional training schools, attention is solicited to—

(1) G.O. No. 1012, Educational, dated 16th November 1912 (pages 24-27 and 31 of notes).

(2) G.O. No. 53, Educational, dated 20th January 1913 (pages 5-8 of notes).

(3) G.O. No. 394, Educational, dated 1st May 1913 (page 2, paragraph 2 of India's Resolution No. 301, dated the 21st February 1913).

(4) G.O. Nos. 44-45, Educational, dated the 10th January 1914 (page 21 of notes).

Please see paragraph 16 of the Financial Honourable Member's memorandum presenting the Revised Financial Statement for 1917-18.

Since 1912-13, this Government are allotting from Provincial revenues a progressively increasing contribution of two lakhs for the expansion and improvement of elementary education. A portion of this progressive increment of two lakhs will thus be available for elementary training schools and for improving the pay of elementary school teachers. This increment of two lakhs is being continued, notwithstanding the urgent need for

We have gone beyond this, this year.

L.E.K.—23-7-17.

stringent economy. This Government are also providing for the introduction of new schemes in connexion with education, collegiate and secondary, e.g., College for Women, Anantapur College, Rajahmundry Training College, etc.—vide paragraphs 66-67 of Revised Financial Statement for 1917-18.

It is, however, impossible to foretell what could be set apart definitely every year in future from Provincial funds for these purposes, as this will depend every year upon the state of provincial revenues and upon the demands on them for the maintenance in a state of efficiency of the numerous services (of which education is only one) entrusted to the Local Government under the terms of the Provincial settlement.

10. Attention is solicited to Sir William Meyer's speech on 10th March 1917 in reply to Mr. Srinivasa Sastri's resolution regarding provision for the extension of elementary education, extracted below:—

(Page 438 of *Gazette of India*, dated 17th March 1917.)

"The Honourable Member (Mr. V. S. Srinivasa Sastri) spoke of the idea prevailing in some quarters that Provincial Governments should not be required to meet the expenditure on any expansion of education; that that was the business of the Government of India. I may say at once I cannot accept any such proposition. Education is a Provincial head; and one of the main objects of giving Provincial Governments sources of growing revenue is that they may satisfy legitimate demands for expansion in the departments under their control. Every now and then, when the Government of India have been prosperous, Provincial Governments have been given special assistance, and we hope to be prosperous again and to do the same. But we must not thereby be supposed to accept a definite liability for the extension of primary education as contrasted with improvement of existing schools. I say that this is a liability of Provincial Governments and all we can promise is to help those who help themselves."

Please see also Financial Honourable Member's notes, dated 27th June 1917, in the file regarding augmenting the resources of local bodies by relieving them of the charges on account of trunk roads.

11. For orders whether Home (Education) may be requested to inform the Government of India—

(1) that a progressively increasing annual allotment of two lakhs is being made from Provincial revenues for the expansion and improvement of elementary education; (page 31, paragraph 3, of Notes to G.O. No. 1012, Educational, dated 16th November 1912);

(2) that it is not possible now to state definitely what additional expenditure can be incurred from Provincial revenues in the next five years, on the two items connected with education referred to by the Government of India (page 8 of Notes to G.O. No. 53, Educational, dated 20th January 1913);

(3) that whenever Provincial revenues show a margin over Provincial expenditure after providing for the legitimate developments of the various departments assigned to this Government under the terms of the Provincial settlement, this Government will not hesitate to allot funds for the progress of education including the two items now indicated by the Government of India;

(4) that in regard to the non-recurring expenditure of about 58 lakhs, this Government hopes to be in a position to meet a portion from its balances when the present financial restrictions are removed; and

(5) that the introduction and development of the scheme depend mainly upon the recurring assignments which the Government of India will be able to give.

• V.G.K.—22-7-17.

I concur in the suggestions made in clauses (1) to (5) above, and would emphasize (5).

[I am sure Chief Secretary would like to see the notes completely in print. Will Home kindly print up and let Financial have the file back for submission to Chief Secretary.]

L. E. KERSHAW—23-7-17.

HOME (EDUCATION) DEPARTMENT.

The notes have been printed as desired by the Financial Department. The file may now be sent to that department.

S.K.—28-7-17.

N.K.—30-7-17.

C. RAMANUJA AOHARIYAR—31-7-17.

FINANCIAL DEPARTMENT.

Submitted in print.

L.E.K.—31-7-17.

The two main points which the letter covers are:—

(a) the number of teachers to be trained in each year should not be less than the number of new teachers it is necessary to provide during the year in order to take the place of teachers who have died or resigned and in order to meet the demands caused by the extension of education.

(b) increase in the minimum pay of teachers.

2. As regards the first point the Director of Public Instruction's estimate makes provision for increase in the number of teachers due to expansion of education and it also allows for wastage in the case of trained teachers, but no provision is made for wastage in the case of untrained teachers. Obviously the places of untrained teachers must also be filled up as vacancies occur, and presumably they will be filled up by trained men. The estimate is therefore defective in this respect.

3. As regards increase in the pay of teachers, the Director of Public Instruction has proposed in connexion with the distribution of the recent 4-lakh grant, to raise the minimum pay of women teachers to Rs. 12 and of trained male teachers to Rs. 11. This, however, covers only existing establishment but, as the Government of India ask for a five-year programme estimate, it seems necessary to base the calculations on the number of teachers for the five years.

4. Attention is also invited to the calculations made in paragraph 8 of the Financial office note regarding the expenditure to be incurred on training institutions.

5. It is very desirable that in presenting the case to the Government of India we should not send up an underestimate, and Chief Secretary will be obliged if Home Department will kindly consider the points mentioned above, and, if necessary, have the estimates revised.

L.E.K.—15-8-17.

HOME (EDUCATION) DEPARTMENT.

Paragraph 2 of the Financial Department's note above.—The Financial Department consider that some provision should be made in the estimates to be forwarded to the Government of India to provide *trained* teachers for the wastage in existing *untrained* teachers. As will be seen from paragraph 5 on page 2 *supra*, the desirability of making such provision was noticed in this department. But as the Director of Public Instruction had not made any provision for it in his estimates and as the amount of the estimates was already very large, it was proposed to leave the question out of consideration for the time being. In view, however, of Financial's remarks, the Director of Public Instruction may be asked what percentage may be adopted and what alterations in the figures may be made for this purpose.

2. *Paragraph 3 of the Financial department's note above.*—The Director of Public Instruction may be consulted as to the provision to be made for the payment of salaries at the rate of Rs. 12 per mensem to teachers in boys' and girls' schools who will be employed in the quinquennium to provide for the expansion of education as proposed by Financial.

As the case of replacing existing untrained teachers by trained teachers is also now to be taken up and as these trained teachers will have to be paid at the rate of Rs. 12, the cost on that account should be included. The Director of Public Instruction may be asked to furnish figures in that respect also.

3. An u.o. note to the Director of Public Instruction is placed below for approval.

S.K.—18-8-17.

C. RAMANUJA ACHARIYAR—18-8-17.

Issue.

H. RAMACHANDRA RAO—20-8-17.

U.O. Note

In their letter quoted above the Government of India desired that an estimate should be prepared showing the number of teachers that will have to be trained each year in the five years beginning from 1st April 1917 to meet the annual wastage in the number of existing teachers and the demand on account of expansion of education. In the estimates furnished by the Director of Public Instruction with his letter, dated the 9th January 1917, he has taken into consideration the annual wastage in the number of existing *trained* teachers and also the demand on account of expansion of education. He has, however, not taken into account the number of *trained* teachers that may be required to meet the annual wastage in the number of existing *untrained* teachers. As the Government of India's letter referred to above seems to contemplate also the gradual replacement of existing *untrained* teachers by *trained* men, it appears desirable to make some provision for this purpose in the estimates. It is very desirable that the estimates should be full and that what is presented to India is not an under-estimate. In the case of *trained* teachers the wastage has been calculated at the following rates:—

Teachers in secondary schools for boys—7 per cent.

Do. for girls—22 per cent.

Teachers in elementary schools for boys—6 per cent.

Do. for girls—6 per cent.

The Director of Public Instruction may be requested to state what percentage may be adopted for wastage among untrained teachers and to give reasons for the adoption of that percentage. He may also be requested to indicate the alterations that should be made in the estimates to provide for this purpose.

2. The Government of India have also raised the question of the provision of adequate pay for teachers. In the estimates submitted by him the Director has not made any specific provision under this head. In connexion with the proposals submitted by him recently for the utilization of the imperial recurring grant of four lakhs, the Director has proposed to raise the minimum pay of *trained* teachers in elementary schools for boys under public management from Rs. 10 to Rs. 11 per mensem. The cost on this account is estimated at Rs. 1,17,421. Though it is recognized that the minimum pay of these teachers should be fixed at Rs. 12, it could

not be given effect to owing to want of funds. It appears to be desirable to provide for this item also in the estimate that is to be sent up to the Government of India. A sum of Rs. 1,17,421 may be entered for this purpose. But this amount represents the increase of salary to be allowed to the *existing* trained teachers. As we are to furnish the Government of India with a five-year programme, it is necessary to base the calculations on the number of teachers in the quinquennium for which the estimates are prepared. For this purpose the following additions to the estimates have to be made:—

(1) the amount required to pay at Rs. 12 per mensem trained teachers who will be employed in the quinquennium to meet the demand *caused by the expansion of education*, and

(2) the amount required to pay at Rs. 12 *per mensem* the *trained* teachers who may be supplied to meet the wastage in the number of existing *untrained* teachers.

As regards elementary schools for *girls* the Director of Public Instruction in his proposals for the utilization of the four lakhs grant has suggested the raising of the minimum pay of both the *trained and untrained* teachers in them to Rs. 12. In their case it will be sufficient if provision is made for the payment at that rate of teachers who are to be trained in the quinquennium to meet the demand on account of expansion of education among girls. It is submitted that the Director of Public Instruction may be requested to state what amount should be provided for the above items.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

We have no data whatever for wastage of untrained teachers. In fact there is no wastage of them at all. The supply for practical purposes is unlimited whereas in the case of trained teachers the supply is limited. Consequently posts filled by untrained teachers may be conceived as being each filled by a succession of such, *a, b, c*, etc., of varying lengths of service and dropping teaching for varying reasons after varying periods of service such as passing the B.L. Examination, taking to trade, death. This applies to untrained teachers in general. Of course there is an indeterminable number of such who are as permanently in the profession as the trained men and to them the idea of wastage is applicable. What will lead to the diminution of the proportion of untrained teachers and their ultimate elimination is increase in the output of trained teachers. What one would like to know is therefore at what rate this increase can be accelerated, i.e., for India to give us a sum to be used for it. However a quite baseless estimate of "wastage" will perhaps lead to this being done and I have therefore taken a percentage the same as that for trained teachers. This will give an idea of what it will cost to replace untrained by trained teachers at a rate that might be considered satisfactory.

The accompanying statement A gives the information required.

The appended statements B and C give the information required regarding the raising of the pay of trained teachers in elementary schools for boys under public management, but I must point out that the increase of the pay of these fortunately situated trained teachers ought to be accompanied by an increase in the grants given to aided schools. These are not on a scale to make it certain or even probable that trained teachers in them can be sure of minimum emoluments totalling Rs. 12 a head. The policy suggested has been followed as far as seemed practicable in my proposals for the utilization of the four lakhs.

Statement D gives the required information for teachers in girls' schools.

J. H. STONE—22-10-17.

ENCLOSURES

A.—Tables showing the number of teachers that will have to be trained during the quinquennium 1916-17 to 1920-21 in order to re-place the wastage among untrained teachers.

(1)	Years.	(3)	(4)	(5)	(6)	(7)
		Probable number of teachers available (as given in column (3) of the statements already submitted to Government).	Probable number of trained teachers that will be available (as given in column (4) of the statements already submitted to Government).	Total number of untrained teachers available. [The difference between columns (3) and (4).]	Wastage among untrained teachers (calculated at the rate of 7 per cent for secondary schools for boys, 22 per cent for secondary schools for girls, and 6 per cent in the case of the elementary school for boys and girls from the figures of untrained teachers in the previous year.	Average number of teachers required to be trained each year on account of wastage among untrained teachers.
Secondary schools for boys.	1915-16	5,304	2,474	2,830	..	224
	1916-17	5,579	2,622	2,957	198	
	1917-18	5,970	2,806	3,164	207	
	1918-19	6,388	3,002	3,386	221	
	1919-20	6,885	3,212	3,673	237	
	1920-21	7,313	3,437	3,876	254	
Secondary schools for girls.	1915-16	439	201	238	..	64
	1916-17	486	219	267	52	
	1917-18	530	239	291	59	
	1918-19	577	260	317	64	
	1919-20	629	283	346	70	
	1920-21	686	309	377	76	
Elementary schools for boys.	1915-16	47,643	15,762	31,881	..	2,165
	1916-17	50,934	16,978	33,956	1,913	
	1917-18	53,990	17,997	35,993	2,037	
	1918-19	57,229	19,076	38,153	2,160	
	1919-20	60,663	20,221	40,442	2,289	
	1920-21	64,303	21,434	42,869	2,427	
Elementary schools for girls.	1915-16	5,147	2,967	2,180	..	156
	1916-17	5,789	3,424	2,365	131	
	1917-18	6,368	3,821	2,547	142	
	1918-19	7,005	4,203	2,802	153	
	1919-20	7,705	4,623	3,082	168	
	1920-21	8,476	5,086	3,390	185	

According to the tables now worked out the following additional teachers will have to be trained to meet wastage among untrained teachers :—

Two hundred and twenty-four for Secondary schools for boys.

Sixty-four for Secondary schools for girls.

Two thousand one hundred and sixty-five for Elementary schools for boys.

One hundred and fifty-six for Elementary schools for girls.

Of the teachers required for secondary schools it is assumed as in the case of statements already submitted to Government that one-half is to be of the collegiate grade and the other half of the secondary grade. Similarly in regard to teachers required for elementary schools one-half is taken to be of the higher elementary grade and the other half of the lower elementary grade. On these assumptions the following amounts will be required for stipends in providing for wastage among untrained teachers.

Grade.	Half of the additional teachers required.	Rate of stipend.	Number of months for which stipends are due.	Total cost.
Secondary schools.	Boys .. Collegiate	224/2	15	9
	Boys .. Secondary	224/2	12	9
	Girls .. Collegiate	64/2	20	9
	Girls .. Secondary	64/2	14	9
	Boys .. Higher elementary ..	2165/2	21/2	21
	Boys .. Lower elementary ..	2165/2	17/2	21
Elementary schools.	Girls .. Higher elementary ..	156/2	21/2	21
	Girls .. Lower elementary ..	156/2	21/2	21
Total ..				5,03,323

On the assumptions already made the following additional training institutions will be required for training the extra teachers required in the several grades :—

One training college for masters to train 112 masters of the collegiate grade.

Do. mistresses to train 32 mistresses of the collegiate grade.

Three secondary training schools for masters to train 112 masters of the secondary grade.

One secondary training school for mistresses to train 32 mistresses of the secondary grade.

Twenty-seven elementary training schools for masters each containing a higher and a lower elementary grade to train 2,165 masters of the higher and lower elementary grades.

Two elementary training schools for mistresses each containing a higher and a lower elementary grade to train 156 mistresses of the higher and lower elementary grade.

The statement given below shows the recurring and non-recurring charges required for the additional schools required as stated above.

Recurring charges.

Staff, establishment and contingencies—	RS.
Cost of opening one training college for masters	29,880
Do. do. for mistresses	29,880
Do. three secondary training schools for masters (3 × 4,054).	12,162
Do. one secondary training school for mistresses on the assumption that a secondary training department will be attached to any of the existing schools.	7,600
Do. twenty-seven elementary training schools for 2,21,400 masters (27 × 8,200).	2,21,400
Do. two elementary training schools for mistresses (2 × 8,000)	16,000
Total ..	3,16,922

Non-recurring charges.

Cost of buildings and hostels for 33 training schools at Rs. 80,000 each and for 1 training college for masters at Rs. 1,50,000. 27,90,000

(NOTE.—The above estimate excludes provision for the building and hostel required for a training college for women. The cost of the building and hostel for a training school has been fixed at Rs. 80,000 in accordance with the reply to paragraph 19 made by the Director in his un-official reply, dated 18th May 1917.)

Summarizing the statements of expenditure shown above the following extra expenditure will be required for meeting the cost of replacing wastage among untrained teachers by trained teachers.

Recurring charges.

Stipends	RS.
Staff, establishment and contingencies	5,03,323
Total ..	3,16,922
Total ..	8,20,245

Non-recurring charges.

Cost of buildings and hostels 27,90,000

B.—Statement showing the amount required to raise from Rs. 10 to Rs. 12 per mensem teachers in elementary schools for boys under public management who will be employed in the quinquennium commencing from 1916-17 to meet the demand caused by expansion of education, etc.

Average percentage of trained teachers employed in all public elementary schools for boys during the three years 1914-15 to 1916-17.	Average percentage of trained teachers employed in schools under public management during the three years 1914-15 to 1916-17.	Proportion of trained teachers in elementary schools under public management to such teachers in all public elementary schools for boys during the three years 1914-15 to 1916-17 (Reduced to percentage).	Probable number of trained teachers that will be employed in the quinquennium commencing from 1916-17 in schools under public management out of the total number of such teachers that may be required on account of wastage and expansion.		Amount required for raising the minimum pay of teachers shown in column 4 by Rs. 2 per mensem.		Remarks.
			Year.	Number.	Year.	Amount.	
(1)	(2)	(3)	(4)		(5)		(6)
33 per cent	19 per cent	58 per cent	1916-17	..	1916-17	Rs. ..	The first year is already past. Hence no information given.
			1917-18	..	1917-18	1,17,421	
			1918-19	* 2,540	1918-19	1,78,381	
			1919-20	* 2,697	1919-20	2,43,109	
			1920-21	* 2,859	1920-21	3,11,726	
			Total amount required for the quinquennium.			8,50,636	

* Based on the figures appearing in column 7 of the revised statement (page 8 of the current file received from Government).

C.—Statement showing the amount required to pay at Rs. 12 per mensem the trained teachers in elementary schools for boys under public management who may be supplied to meet the wastage in the number of existing untrained teachers.

Average percentage of untrained teachers employed in all public elementary schools for boys during the three years 1914-15 to 1916-17.	Average percentage of untrained teachers employed in schools under public management during the three years 1914-15 to 1916-17.	Proportion of untrained teachers in schools under public management to such teachers in all public elementary schools for boys during the three years 1914-15 to 1916-17. (Reduced to percentage).	Probable number of trained teachers that will be employed in the quinquennium commencing from 1916-17 in schools under public management out of the total number of such teachers appearing in column 6 of the statement.		Amount required for raising the minimum pay of teachers shown in column 4 by Rs. 2 per mensem each.		Remarks.
			Year.	Number.	Year.	Amount.	
(1)	(2)	(3)	(4)		(5)		(6)
67 per cent	11 per cent	16 per cent	1916-17	..	1916-17	Rs. ..	The first year is already past. Hence no information given.
			1917-18	326	1917-18	7,824	
			1918-19	346	1918-19	16,128	
			1919-20	366	1919-20	24,912	
			1920-21	389	1920-21	34,248	
			Total amount required for the quinquennium.			83,112	

(2)

D.—Statement showing the amount required for raising the minimum pay of both trained and untrained teachers in elementary schools for girls under public management who will be employed in the quinquennium commencing from 1916-17 to meet the demand caused by expansion of education, etc.

Average percentage of teachers employed in schools under public management to the total number of teachers employed in all public elementary schools for girls during the years 1914-15 to 1916-17.	Total number of teachers who will be employed during the quinquennium in all elementary schools for girls under public management (expansion, wastage, etc.)		Cost of raising the minimum pay of teachers shown in column (2) by Rs. 2 per mensem each.		Remarks.
	Year.	Number.	Year.	Amount.	
(1)	(2)		(3)		(4)
36 per cent	1916-17	..	1916-17	Rs. ..	The first year of the quinquennium is already past. Hence no information given. No amount has been proposed as the cost of raising the pay of all teachers—trained and untrained—has been included in the proposals for the utilization of the recurring grant of 4 lakhs.
	1917-18	..	1917-18	..	
	1918-19	2,520	1918-19	60,480	
	1919-20	2,772	1919-20	1,27,008	
	1920-21	3,053	1920-21	2,00,280	
Total amount required for the quinquennium	..	..	..	3,87,768	

HOME (EDUCATION) DEPARTMENT.

The revised statements above now forwarded by the Director of Public Instruction call for the following remarks:—

(i) The statements give figures of estimate for the five years beginning with the year 1916-17. The statements in the current file which were already submitted by him also relate to the same period. As the years 1916-17 and 1917-18, have practically expired, the statements have to be revised so as to give figures for the quinquennium beginning with 1918-19.

(ii) The Director of Public Instruction was requested to provide in the estimates the amounts required for raising to Rs. 12 the minimum pay of teachers who will be trained in the quinquennium to provide for the expansion of education in boys' and girls' schools. In the statements above he has, however, taken into account the teachers who will be trained to meet the demands on account of expansion as well as wastage in the number of trained teachers. This, it is submitted, is not correct.

(iii) The pay of untrained elementary grade teachers is at present only Rs. 8. If their pay should be raised to Rs. 12 when trained, the estimate should provide for a monthly increase of Rs. 4 on behalf of each teacher. In the statement on page 26 ante, the Director of Public Instruction provides only for an increase of Rs. 2.

The statements received from the Director of Public Instruction have been revised with reference to the above remarks and revised statements are placed below.

2. In the concluding portion of his note on page 23 ante, the Director observes that the increase of pay of teachers in schools under public management ought to be accompanied by an increase in the grants given to aided schools so as to enable an increase in the pay of teachers in them. No estimate has, however, been framed by him showing the amount required for raising the grant. In connexion with the distribution of the four lakhs grant, when proposing the increase of the minimum pay of teachers in schools under public management from Rs. 10 to Rs. 11 a month, the Director of Public Instruction suggested that the grant on behalf of teachers in aided schools might be raised by Re. 1 in the case of higher elementary and 8 annas in the case of lower elementary teachers. As the estimates now under consideration

provide for an increase from Rs. 10 to Rs. 12 of the minimum pay of trained teachers in schools under public management, provision may be made for an increase of the rate of grant by Rs. 2 and Re. 1 for higher and lower elementary grade teachers, respectively, that may hereafter be employed to meet demands on account of extension of education and wastage in the number of untrained teachers. Calculated on this basis the extra expenditure involved in the fifth year of the quinquennium and thereafter is Rs. 4,46,840, or roughly 4.50 lakhs. This may also be reported to the Government of India.

3. A draft letter is submitted for approval. It may be sent to the Financial Department for acceptance.

N.K.—6-12-17.

C. RAMANUJA ACHARIYAR—9-12-17.

R. RAMACHANDRA RAO—11-12-17.

Revised statements.

(1)

Statements showing the number of teachers that will have to be trained in the next quinquennium to meet the wastage in the number of trained teachers and the demand on account of extension of education.

Secondary schools for boys.

Year.	Probable number of pupils in secondary schools (increase calculated at 7 per cent which is the average for the last quinquennium).	Probable number of teachers required at the rate of 25 pupils per teacher.	Probable number of trained teachers required (47 per cent of total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (7 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1918-19 ..	159,688	6,388	3,002	210	418	628	287	341	435
1919-20 ..	170,866	6,833	3,212	225	447	672		385	
1920-21 ..	182,827	7,313	3,437	240	478	718		431	
1921-22 ..	195,625	7,825	3,677	257	512	769		482	
1922-23 ..	204,319	8,273	3,935	275	548	823		536	

(2)

Secondary schools for girls.

Year.	Probable number of pupils in secondary schools (increase calculated at 9 per cent).	Probable number of teachers at the rate of 15 pupils per teacher.	Probable number of trained teachers (45 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (22 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1918-19 ..	8,660	577	260	57	47	104	49	55	76
1919-20 ..	9,436	629	283	62	52	114		65	
1920-21 ..	10,289	686	309	68	57	125		76	
1921-22 ..	11,215	748	335	73	62	135		86	
1922-23 ..	12,224	815	365	80	67	147		98	

(3)

Elementary schools for boys.

Year.	Probable number of pupils in elementary schools (increase calculated at 6 per cent).	Probable number of teachers calculated at 25 pupils per teacher.	Probable number of trained teachers (33 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (6 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1918-19 ..	1,430,736	57,229	19,076	1,144	3,289	4,383	1,639	2,744	3,303
1919-20 ..	1,516,589	60,663	20,221	1,213	3,434	4,647		3,008	
1920-21 ..	1,607,575	64,303	21,434	1,286	3,640	4,926		3,237	
1921-22 ..	1,704,029	68,161	22,720	1,363	3,858	5,221		3,582	
1922-23 ..	1,806,270	72,250	24,083	1,444	4,089	5,533		3,894	

(4)

Elementary schools for girls.

Year.	Probable number of pupils in elementary schools (increase calculated at 10 per cent).	Probable number of teachers (calculated at 24 pupils per teacher).	Probable number of trained teachers (60 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (6 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1918-19 ..	168,116	7,005	4,203	252	637	889	252	637	833
1919-20 ..	184,928	7,705	4,623	277	700	977		725	
1920-21 ..	203,421	8,476	5,086	305	771	1,076		824	
1921-22 ..	223,763	9,323	5,594	336	847	1,183		931	
1922-23 ..	246,139	10,255	6,153	369	932	1,301		1,049	

Statement showing the number of teachers that will have to be trained in the next quinquennium to meet the wastage in the number of untrained teachers.

(1)	Year.	Probable number of teachers.	Probable number of trained teachers.	Total number of untrained teachers.	Wastage among untrained teachers calculated at 7 per cent for secondary schools for boys, 22 per cent for secondary schools for girls and 6 per cent for elementary schools for boys and girls, of the number of untrained teachers in the previous year.	Average number of teachers to be trained each year to meet the wastage.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Secondary schools for boys.	1918-19	6,388	3,002	3,386	221	254
	1919-20	6,835	3,212	3,623	237	
	1920-21	7,313	3,437	3,876	254	
	1921-22	7,825	3,677	4,148	271	
	1922-23	8,373	3,936	4,438	290	
Secondary schools for girls.	1918-19	577	260	317	64	76
	1919-20	629	283	346	70	
	1920-21	686	309	377	76	
	1921-22	748	336	412	82	
	1922-23	815	366	449	90	
Elementary schools for boys.	1918-19	57,229	19,076	38,153	2,160	2,434
	1919-20	60,663	20,221	40,442	2,289	
	1920-21	64,303	21,434	42,869	2,427	
	1921-22	68,161	22,720	45,441	2,572	
	1922-23	72,250	24,083	48,167	2,726	
Elementary schools for girls.	1918-19	7,005	4,203	2,802	153	186
	1919-20	7,705	4,623	3,082	168	
	1920-21	8,476	5,056	3,390	185	
	1921-22	9,323	5,594	3,729	203	
	1922-23	10,255	6,153	4,102	223	

Schools under public management.

Statement showing the amount required to raise from Rs. 10 to 12, the minimum pay of teachers who will be trained in the next quinquennium to meet the demand on account of expansion of education.

Year.	Total number of teachers required for expansion.	Number of teachers for schools under public management, (58 per cent of the figures in column 2).	Amount required.
(1)	(2)	(3)	(4)
1918-19	3,239	1,878	$1878 \times 2 \times 12 = 45,072$ Rs.
1919-20	3,434	1,991	$(1,991 \times 2 \times 12) + 45,072 = 92,856$
1920-21	3,640	2,111	$(2,111 \times 2 \times 12) + 92,856 = 1,43,520$
1921-22	3,858	2,237	$(2,237 \times 2 \times 12) + 1,43,520 = 1,97,208$
1922-23	4,089	2,371	$(2,371 \times 2 \times 12) + 1,97,208 = 2,54,112$

Note.—Total in the fifth year Rs. 2,54,112
Add amount required to meet the cost of raising by Re. 1 (from Rs. 11 to Rs. 12) the pay of existing trained teachers 1,17,421

Rs. 3,71,533

Statement showing the amount required to raise to Rs. 12 the pay of teachers who will be trained to meet wastage in untrained teachers.

Year.	Total number of teachers required.	Number of teachers for schools, under public management (15 per cent of the figures in column 2).	Amount required.
(1)	(2)	(3)	(4)
1918-19	2,160	346	$346 \times 4 \times 12 = 16,608$ Rs.
1919-20	2,289	366	$(366 \times 4 \times 12) + 16,608 = 34,176$
1920-21	2,427	389	$(389 \times 4 \times 12) + 34,176 = 52,848$
1921-22	2,572	411	$(411 \times 4 \times 12) + 52,848 = 72,576$
1922-23	2,726	436	$(436 \times 4 \times 12) + 72,576 = 93,504$

Statement showing the amount required to pay at Rs. 12 the mistresses who will be trained to meet demands on account of expansion of education.

Year.	Total number of teachers required.	Number of teachers for schools under public management (36 per cent of the figures in column 2).	Amount required.
(1)	(2)	(3)	(4)
1918-19	637	230	$230 \times 2 \times 12 = 5,520$ Rs.
1919-20	700	252	$(252 \times 2 \times 12) + 5,520 = 11,568$
1920-21	771	277	$(277 \times 2 \times 12) + 11,568 = 18,216$
1921-22	847	304	$(304 \times 2 \times 12) + 18,216 = 25,536$
1922-23	932	336	$(336 \times 2 \times 12) + 25,536 = 33,600$

Total amount required on account of schools under public management = 3,71,533
93,504
33,600
4,98,637

Aided schools.

Year.	Number of teachers in schools under private management.	Amount required.
1918-19	3,239 - 1,878 = 1,361	Higher elementary .. $680 \times 2 \times 12 = 16,320$ Rs. Lower .. $680 \times 1 \times 12 = 8,160$ = 24,480
1919-20	3,434 - 1,991 = 1,443	Higher .. $721 \times 2 \times 12 = 17,304$ 25,956 Lower .. $721 \times 1 \times 12 = 8,652$ + 24,480 = 50,436
1920-21	3,640 - 2,111 = 1,529	Higher .. $765 \times 2 \times 12 = 18,360$ 27,540 Lower .. $765 \times 1 \times 12 = 9,180$ + 50,436 = 77,976
1921-22	3,858 - 2,237 = 1,621	Higher .. $810 \times 2 \times 12 = 19,440$ 29,160 Lower .. $810 \times 1 \times 12 = 9,720$ + 77,976 = 1,07,136
1922-23	4,089 - 2,371 = 1,718	Higher .. $859 \times 2 \times 12 = 20,616$ 30,924 Lower .. $859 \times 1 \times 12 = 10,308$ + 1,07,136 = 1,38,060

Aided schools—cont.

Year.	Number of teachers in schools under private management.	Amount required.
Statement showing the amount required on account of raising the grant on behalf of teachers trained to meet wastage in the number of untrained teachers.		
1918-19 ..	2,160 - 346 = 1,814 ..	{ Higher elementary .. 907 × 2 × 12 = 21,768 } = 32,652 Lower .. 907 × 1 × 12 = 10,884
1919-20 ..	2,289 - 366 = 1,923 ..	{ Higher .. 961 × 2 × 12 = 23,064 } = 34,596 Lower .. 961 × 1 × 12 = 11,532
1920-21 ..	2,427 - 389 = 2,038 ..	{ Higher .. 1,019 × 2 × 12 = 24,456 } = 67,248 Lower .. 1,019 × 1 × 12 = 12,228
1921-22 ..	2,572 - 411 = 2,161 ..	{ Higher .. 1,080 × 2 × 12 = 25,920 } = 1,03,932 Lower .. 1,080 × 1 × 12 = 12,960
1922-23 ..	2,726 - 436 = 2,290 ..	{ Higher .. 1,145 × 2 × 12 = 27,480 } = 1,42,812 Lower .. 1,145 × 1 × 12 = 13,740
		+ 1,42,812 = 1,84,032
Statement showing the amount required on account of raising the grant on behalf of teachers trained to meet expansion of education in girls' schools.		
1918-19 ..	637 - 230 = 407 ..	{ Higher elementary .. 203 × 2 × 12 = 4,872 } = 7,308 Lower .. 203 × 1 × 12 = 2,436
1919-20 ..	700 - 252 = 448 ..	{ Higher .. 224 × 2 × 12 = 5,376 } = 8,064 Lower .. 224 × 1 × 12 = 2,688
1920-21 ..	771 - 277 = 494 ..	{ Higher .. 247 × 2 × 12 = 5,928 } = 15,372 Lower .. 247 × 1 × 12 = 2,964
1921-22 ..	847 - 305 = 542 ..	{ Higher .. 271 × 2 × 12 = 6,504 } = 24,264 Lower .. 271 × 1 × 12 = 3,252
1922-23 ..	932 - 336 = 596 ..	{ Higher .. 298 × 2 × 12 = 7,152 } = 34,020 Lower .. 298 × 1 × 12 = 3,576
		+ 34,020 = 44,748
Total amount required in the fifth year of the quinquennium ..		1,38,060 1,84,032 44,748 80,000 Amount for further raising grant on behalf of existing trained masters. 4,46,840

FINANCIAL DEPARTMENT.

Please see this department's notes on pages 18 to 21 ante. The estimated cost of the two schemes relating to the training and improvement of the pay of teachers as given in paragraph 6 of the draft letter put up by Home (Education) is as follows:—

		LAKHS.
(a) Recurring (at the end of five years)—		
(1) Training of teachers	26.85 per annum	
(2) Improvement of the pay of teachers in elementary schools, over and above the expenditure to be incurred in providing for expansion. [The cost of the pay of teachers, at existing rates of Rs. 10 per mensem, for new additional schools to be opened has not been included. Only the additional cost of Rs. 2 per mensem being the difference between the existing rate of Rs. 10 per mensem and the proposed rate of Rs. 12 per mensem has been taken into account.]	9.49 per annum.	
		36.34
(b) Non-recurring	105.10	

Paragraph 7 of the draft letter which relates to the financing of the scheme is based on paragraph 11 of this department's office-note on pages 20 and 21 ante.

2. The estimate is only a rough forecast. The ideal to be attained is universal elementary education and a rapid development of secondary education; and the ultimate goal is the training of all teachers. As pointed out by the Director of Public Instruction, with any money which can be set apart by Government for the purpose, we can advance so many steps towards the ultimate goal.

For orders whether an addition to the above effect may be made to paragraph 7 of the draft letter.

V.G.K.—19-12-17.

Paragraph 7 of the draft could be made stronger.

L. E. KERSHAW--20-12-17.

Without wishing to be hypercritical, I am afraid I must say the draft seems to me lacking both in *lucidity* and *force*. For instance, the final sentence of paragraph 2 is noticeably vague; and the wind-up in paragraph 7 (based, I know, on the Financial note) might be made stronger and less indefinite, e.g., by a supplemental reference to what we propose doing the next year in the 1918-19 budget. Financial might re-draft paragraph 7 and the whole letter should, I suggest, go to the Director of Public Instruction in print with appendices for his scrutiny and amendment before circulation to His Excellency the Governor and the Honourable Member (Financial).

L. DAVIDSON—24-12-17.

A re-draft of the concluding portion of the letter is submitted.

V.G.K.—8-1-18.

Type and resubmit please.

L.E.K.—9-1-18.

Typed and resubmitted.

V.G.K.—9-1-18.

L.E.K.—10-1-18.

A great improvement for which I am grateful to Assistant Secretary. Now please to Home (Education) Department.

L.D.—11-1-18.

HOME (EDUCATION) DEPARTMENT.

Submitted for orders as to whether the foregoing notes and the draft letter with paragraph 7 thereof as amended by the Financial Department may now be printed as suggested by the Chief Secretary.

A.S.—15-1-18.

N.K.—15-1-18.

C. RAMANUJA ACHARIYAR—15-1-18.

Print up.

R. RAMACHANDRA RAO—16-1-18.

Submitted the foregoing notes (with the Financial Department's note on pages 18 to 21 and 32-33 ante removed) together with a copy of the draft letter and the annexures thereto may now be sent u.o. to the Director of Public Instruction for scrutiny and remarks if any.

A.S.—27-1-18.

N.K.—30-1-18.

C.R.—30-1-18.

R.R.R.—31-1-18.

470-71 Home (Edn.)—9

Letter—from J. H. STONE Esq., I.C.S., Director of Public Instruction, Madras.
To—the Hon'ble Diwan Bahadur R. RAMACHANDRA Rao Avargal, Secretary to Government, Home (Education) Department.
Dated—the 19th February 1918.
No.—68.

In addition to some pencil notes in the draft I offer the following notes and suggestions.

2. Page 3, paragraph 4 (i).—Add—“and it may be observed however that since teachers are ordinarily admitted to training institutions early in their career the process of replacement of untrained by trained teachers is not thereby hindered in a degree not justified by the net advantages of the system.”

3. Page 3, paragraph 4 (ii)—period of training.—I suggest after “In this Presidency” to “a better class of men” “Teachers of the collegiate and secondary grade have at present only one year's training. Classes in elementary training schools are recruited from the ranks of elementary school teachers and these have too often reached only a very low standard of elementary education. The main object of the courses they undergo is therefore educational rather than technical. It seeks to mitigate ignorance and to train the mind and two years is all too short a period for what we have in view. It must be remembered that ignorant teachers turn out ill-taught boys some of whom become teachers and ill-organized schools which tend to set a standard; with the cumulative result of a general depression of educational standards. Lamentably small as the proportion of trained elementary teachers now is they are the salt of their profession and this Government is not prepared for any action which would cause the salt to lose its savour. It is on the other hand their intention to lengthen the period of training of secondary grade teachers to two years so soon as the arrangements detailed in this Government's letter No. 916, Educational, dated the 22nd December 1911, can be carried out. This step is particularly necessary with a view to providing a larger number of efficient teachers of English for the lower classes of secondary schools.”

4. Page 4, paragraph 7.—Substitute for “a scheme which has for its, etc.” a scheme which has for its object the ultimate elimination of the untrained teacher at whatever rate education may expand and at the same time contemplates a necessarily indefinite improvement in the pay of teachers.

5. Page 5, paragraph 8.—I do not quite follow the statements about the progressive annual contribution having amounted to 12 lakhs and being double the promised 2 lakhs. As I have always understood it Government contemplated an increase of 2 lakhs in each year which would make the increase in 1917-18, 12 lakhs over the amount in 1911-12 which apparently was what it was, so that it was not double the increase promised.

HOME (EDUCATION) DEPARTMENT.

The pencil amendments and the suggestions contained in paragraphs 2-4 of the R.R.R.—28-2-18. Director of Public Instruction's demi-official above have been carried out in a separate copy of the draft. There seems to be no objection to accepting these amendments.

2. With reference to the Director of Public Instruction's remarks in paragraph 5 above it is submitted that in the draft it is stated that the increase of expenditure on education in 1917-18 over and above what was spent in 1908-09 (viz., Rs. 24.18 lakhs) is double the progressive incremental grant which now amounts to 12 lakhs. It is not stated anywhere that it is double the increase of expenditure over and above what was spent in 1911-12 as the Director of Public Instruction seems to assume. The wording of the draft as it stands does not therefore seem to be incorrect. However the remarks of the Financial Department, who drafted paragraphs 7-10 of the draft, may perhaps be called for before the file is marked for circulation.

A.S.—22-2-18.

T.K.—26-2-18.

C. RAMANUJA ACHARIYAR—27-2-18.

Strike off a good proof with the Director of Public Instruction's amendments. Then to Financial for remarks on paragraph 2 above.

R. RAMACHANDRA RAO—28-2-18.

A clean proof of the draft with the Director of Public Instruction's amendments carried out, has been obtained from the Press and put up in the file. It may now be sent to Financial Department u.o.

A.S.—2-3-18.

T.K.—2-3-18.

R. RAMACHANDRA RAO—2-3-18.

FINANCIAL DEPARTMENT.

“Twelve lakhs and double the amount” were I am sorry to say wrong. I have corrected the draft.

L. E. KERSHAW—5-3-18.

HOME (EDUCATION) DEPARTMENT.

Submitted for orders as to circulation.

A.S.—6-3-18.

T.K.—6-3-18.

C. RAMANUJA ACHARIYAR—7-3-18.

R.R.R.—8-3-18.

His Excellency accepts the draft letter to the Education Department of the Government of India, but considers that the passage in paragraph 4 (i) enclosed in brackets should be omitted and that for the passage marked A on page 3 of the draft the following should be substituted:—

“The course in elementary training schools lasts for two years, but it must be remembered that students in schools are largely recruited from the ranks of elementary school teachers who in many cases have attained only a very low standard of elementary education. Their training has therefore to be mainly devoted to improving their general education and for this purpose even two years is inadequate. Further a low standard of education among the teachers reacts upon the teaching and organization of elementary schools and the pupils from these schools who enter the teaching profession are in their turn ill-educated and mentally ill-equipped. It is both expensive and difficult to remedy these deficiencies in training schools. As it is the proportion of trained elementary teachers is entirely inadequate and the standard of qualifications which they attain is by no means unduly high. The Madras Government are not prepared to take any steps which will lower it.”

T. E. MOIR—10-3-18.

The figures of total expenditure on Education and on Elementary Education which are given in paragraph 8 of the draft differ from those in paragraph 16 of last year memorandum on pages 13-14 of the Revised Financial Statement. Thus—

	Draft Lakhs.	Financial Statement Lakhs.
Expenditure on education in 1908-09	37.39	39.54
Do. do. 1917-18 (Budget Estimate)	22.14	23.74
Imperial share.		
Expenditure on Elementary education 1908-09	22.78	24.34
Do. do. 1917-18	62.75	59.56
(Imperial and Provincial)		

It might be well to reconcile these and other discrepancies.

2. I doubt whether it is safe (or even correct) to say in paragraph 9 that the present Provincial Settlement “does not allow for more than bare equilibrium between revenue and expenditure” seeing that the Provincial balance at the end of the current financial year will be nearly 2 crores.

A. G. C[ARDEW]—12-3-18.

470-71 Home (Edn.)—10

HOME (EDUCATION) DEPARTMENT.

The amendments proposed by His Excellency have been carried out in the draft.
2. With reference to Honourable Member (Financial's) remarks above it is submitted that paragraphs 7-10 of the draft letter were prepared by the Financial Department. The file may now be sent to that department un-officially for any necessary correction with reference to the Honourable Member's remarks.

A.S.—13-3-18.

T.K.—13-3-18.

C. RAMANUJA ACHARIYAR—14-3-18.

L. D. SWAMIKANNU—14-3-18.

FINANCIAL DEPARTMENT.

Paragraph 1 of Honourable Member's note on page 35 ante :—Submitted that the figures in paragraph 8 of the draft differ slightly from those in the Revised Financial Statement as explained below :—

(1) paragraph 8 of the draft gives the figures appearing under the major head 22. Education, while the figures in the Financial Statement include also the expenditure on Educational buildings (45. Civil works), and industries (26 Bm. Scientific, etc., departments). [The expenditure on account of industries, which was shown under '22' from 1st January 1911 till 15th April 1914, now appears under '26' from 15th April 1914—vide paragraph 109 of Revised Financial Statement for 1915-16].

(2) Paragraph 8 of the draft refers only to the recurring Imperial grants, while the Financial Statement includes also the expenditure which is shown in the pro forma account of non-recurring Imperial grants given by the Government of India in the past which have merged in provincial balances. This expenditure would ordinarily have been incurred from Provincial revenues (although it is shown in the pro forma account of the Imperial

Having been merged in balances, the expenditure now incurred is really provincial.

L.E.K.—26-2-18.

non-recurring grants), and is for present purposes treated as coming from provincial revenues.

2. For details of the figures given in the Revised Financial Statement, attention is solicited to :—

(a) Pages 29-30 of notes to G.O. No. 198, Financial, dated 15th March 1915.

(b) Pages 14 to 15 of notes to G.O. No. 161, Financial, dated 15th March 1917.

(c) Statement prepared in office.

3. The variations in the figures for the several years referred to in Honourable Member's note are explained below :—

(A) 1908-09.—

22 Education ... 37.39 (adopted in paragraph 8 of draft).

45. Civil works ... 2.15

Total ... 39.54 (adopted in the Financial Statement).

(B) 1917-18 (Budget).—

Imperial recurring grant under 22. Education. 22.14 (paragraph 8 of draft).

Imperial non-recurring grant under 22. Education. 1.26

Imperial recurring grant under 26 Bm. Scientific etc., Departments. .21

Imperial non-recurring grant under 45. Civil Works. .13

Total ... 23.74 (in the Financial Statement).

(C) 1908-09 Elementary Education.—

22. Education ... 22.78 (paragraph 8 of draft).

45. Civil Works ... 1.56

Total ... 24.34 (in the Financial Statement).

(D) 1917-18 (Budget) Total expenditure (Imperial and Provincial) on Elementary Education.

Total as shown in the Financial Statement for 1917-18 (12.84 + 46.72).

Deduct portion appearing under 45. Civil Works —.21

59.35

Add portion relating to Elementary education coming out of the 4 lakhs recurring Imperial grant (this was not included—vide page 14 of Revised Financial Statement for 1917-18).

3.40

62.75

[NOTE (E).—The statement prepared by the Director of Public Instruction in February 1918 includes 3.32 lakhs of which 3.23 lakhs is recurring. The total figure entered on page 11 of the Financial Statement for 1918-19 is (62.75-.08 + .21) or 62.88 (16.16 Imperial and 46.72 Provincial).]

4. When paragraph 8 of the draft was prepared, only the preliminary budget figures for 1918-19 were available. The next year's budget has now been finally fixed. For orders whether the final

I have inserted the latest figures in the budget figures may now be substituted the preliminary budget figures.

L.E.K.—26-2-18.

5. Paragraph 2 of Honourable Member's note on page 35 ante.—The gross transactions of Provincial revenues from 1908-09 have been as under :—

	Opening balance.	Receipts.	Charges.	Surplus or deficit.	Closing balance.
	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.
1908-09	99.82	582.16	561.90	+ 20.25	120.07
1909-10	120.07	598.30	585.63	+ 12.67	132.74
1910-11	132.74	643.28	620.12	+ 23.16	155.90
1911-12	155.90	701.32	671.93	+ 29.39	185.29
1912-13	185.29	808.38	765.08	+ 43.30	228.59
1913-14	228.59	757.42	810.41	- 52.99	175.60
1914-15	175.60	757.34	822.78	- 65.44	110.16
1915-16	110.16	767.70	767.84	- .14	110.02
1916-17	110.02	794.79	752.43	+ 42.36	152.38
1917-18 (Revised)	152.38	828.95	787.76	+ 41.19	193.57
1918-19 (Budget)	193.57	845.44	842.10	+ 3.34	196.91

The balance which stood at 120.07 lakhs at the end of 1908-09 was reduced to 110.02 lakhs at the end of 1915-16. This has risen to 193.57 lakhs at the end of 1917-18. There have been additions to the provincial balance in the years 1916-17 and 1917-18, due chiefly to the injunction of the Government of India prohibiting the drawal from provincial balances and restricting the provincial expenditure to immediately and imperatively urgent items. Had it not been for the compliance with this injunction, it is respectfully submitted that the balance would not have risen, as larger expenditure could have been incurred on Public Works, grants to local bodies, etc.

For orders as to the alteration to be made in paragraph 9 of the draft.

V.G.K.—25-3-18.

If we were not enjoined to restrict our expenditure to Revenue I think we could fairly spend much more than our revenue. In this view the statement that our present Provincial settlement does not allow for more than bare equilibrium seems correct. In deference to Honourable Member's wishes I have scored out the sentence

Perhaps Home Department will be good enough to submit a clean proof of paragraph 8 to Honourable Member (Financial).

L. E. KERSHAW—26-2-18.

GOVERNMENT OF MADRAS
HOME (EDUCATION) DEPARTMENT

No. 471

From

THE HON'BLE DIWAN BAHADUR

R. RAMACHANDRA RAO AVARGAL,

Secretary to the Government of Madras,

Home (Education) Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Fort St. George, the 11th March 1918.

SIR,

I am directed to reply to your letter No. 813, dated the 30th August 1916, regarding the training of teachers for secondary and primary schools.

2. The Government of India are of the opinion that the lowest result which should be aimed at by Local Governments is that the number of teachers (male and female) to be trained in each year should not be less than the number of new teachers whom it is necessary to provide during the year in order (i) to take the place of teachers who have died or resigned and (ii) to meet the demands caused by the extension of education. They desire to be furnished with an estimate of the number of teachers thus required during the next five years beginning from April 1917. The Governor in Council accepts the standard recommended by the Government of India as generally suitable. As the ~~current~~ official year is approaching its close, the estimate of additional teachers to be trained has been prepared for the quinquennium commencing from April 1918.

3. The percentage of wastage in the case of trained teachers has been calculated with reference to the wastage observed in their number in the quinquennium ending 1916. The percentage thus arrived at cannot however be considered as accurate in view of the rapid extension in education that is being effected year by year. In the case of untrained teachers, it is not possible to form even an approximate estimate of wastage since untrained teachers frequently leave the profession for reasons other than death or superannuation. It has however been assumed that the percentage of wastage in their case is the same as that in the case of trained teachers of the corresponding grade and this seems sufficient for the purpose in view, i.e., a calculation of the cost of the ~~replacing~~ ^{replacement} at as rapid a rate as is practicable of untrained by trained teachers. The number of additional teachers required to meet the demands caused by the extension of education has also been calculated with reference to the figures for the previous quinquennium but the estimate can be regarded as only a rough one.

For the training of teachers of the collegiate grade there are now two Government training colleges—one at Saidapet and the other at Rajahmundry. There are also in the Presidency a number of training schools for masters and mistresses and full particulars concerning these are given in the supplemental statistics

April

1917-18 has already expired

Signed
15/4
20825
94

GOVERNMENT OF MADRAS
HOME (EDUCATION) DEPARTMENT

From
The Hon'ble Dykes Baradar
R. RAMACHANDRA RAO AVARATHI
Secretary to the Government of Madras
Home (Education) Department

THE SECRETARY TO THE GOVERNMENT OF INDIA

2
relating to 'special education' appended to the annual report on public instruction. With the aid of the Imperial recurring grant of 4 lakhs sanctioned by the Government of India in their letter No. 302, dated the 29th March 1917, this Government have sanctioned the provision of further facilities for the training of additional teachers of the various grades during the current year, as detailed below:—

Masters.							Number of additional teachers to be trained.
Collegiate grade	...	...	...	...	...	...	20
Secondary "	...	...	...	...	...	...	175
Higher elementary grade	...	...	...	...	...	...	120
Lower "	...	...	...	...	...	...	40

Allowing for the above increase in the number of teachers now annually trained, the number of additional teachers that will hereafter have to be trained during the ensuing quinquennium in accordance with the standard laid down by the Government of India is given below:—

	Collegiate grade.	Secondary grade.	Higher elementary grade.	Lower elementary grade.
Masters.				
1918-1919	213	107	2,532	2,412
1919-1920	246	138	2,528	2,608
1920-1921	273	168	2,737	2,817
1921-1922	300	202	2,967	3,037
1922-1923	333	238	3,190	3,270
Average	274	169	2,748	2,825
Mistresses.				
1918-1919	59	59	395	395
1919-1920	67	67	446	446
1920-1921	76	76	504	504
1921-1922	84	84	567	567
1922-1923	94	94	636	636
Average	76	76	509	509

To provide training for the average number of teachers above arrived at, it will be necessary to open additional training institutions as shown below:—

For Masters.							Number of institutions.
Collegiate grade	...	...	...	...	...	...	3
Secondary grade	...	...	...	...	...	...	4
Higher elementary grade	...	...	...	...	...	...	69
Lower elementary grade	...	...	...	...	...	...	2
For Mistresses.							
Collegiate grade	...	...	...	...	...	...	2
Secondary grade	...	...	...	...	...	...	2
Higher elementary grade	...	...	...	...	...	...	13

The recurring cost of the new institutions inclusive of stipends of students under training is estimated at Rs. 22,71,187 per annum (vide annexure A to this letter). The non-recurring expenditure on buildings for the training institutions and hostels for students is estimated at Rs. 90.30 lakhs. If the number of teachers to be trained in the last year of the quinquennium is taken into account as representing the more correct data for basing the ultimate estimates in the matter there will be an increase in the number of new institutions to be opened as shown below:—

For Masters.							Number of institutions.
Collegiate grade	...	...	...	...	...	...	4
Secondary grade	...	...	...	...	...	...	6
Higher elementary grade	...	...	...	...	...	...	80
Lower elementary grade	...	...	...	...	...	...	2
For Mistresses.							
Collegiate grade	...	...	...	...	...	...	2
Secondary grade	...	...	...	...	...	...	3
Higher elementary grade	...	...	...	...	...	...	16

The recurring cost of these institutions as shown in Annexure B to this letter is Rs. 26,85,615 per annum and the non-recurring cost will amount to Rs. 105.10 lakhs.

4. I am now to deal with the general questions raised in paragraphs 2 and 3 of your letter—

(i) *Admission into training schools.*—The Government of India suggest that in cases where the training supplied would not cover more than the number of new teachers required each year, it should be considered whether the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers. Admission into training schools in this Presidency is regulated by rule 115 of the Madras Educational Rules, which distinctly lays down that in the selection of candidates preference should be given to those already serving as teachers. The suggestion of the Government of India has thus already been given effect to in this Presidency.

(ii) *Period of training.*—It is suggested in the letter under reply that, though a complete training cannot be supplied in less than two years at the least, the present exigencies may justify the adoption of a normal period of training amounting to a less period such as one year.

In this Presidency teachers of the collegiate and secondary grade have at present only one year's training. The course in elementary training schools lasts for two years, but it must be remembered that students in schools are largely recruited from the rank of elementary school teachers who in many cases have attained only a very low standard of elementary education. Their training has therefore to be mainly devoted to improving their general education and for this purpose even two years is inadequate. Further a low standard of education among the teachers reacts upon the teaching and organisation of elementary schools and the pupils from these schools who enter the teaching profession are in their turn ill-educated and mentally ill-equipped. It is both expensive and difficult to remedy these deficiencies in training schools. As it is the proportion of trained elementary teachers is entirely inadequate and the standard of qualifications which they attain is by no means unduly high. The Madras Government are not prepared to take any steps which will lower it. It is on the other hand their intention to lengthen the period of training of secondary grade teachers to two years so soon as the arrangements detailed in this Government's letter No. 916, Educational, dated the 22nd December 1911 can be carried out. This step is particularly necessary with a view to providing a larger number of efficient teachers of English for the lower classes of secondary schools.

(iii) *Possibility of effecting improvement and economy in the present system of training.*—The Government of India desire that Local Governments should inquire into the possibility of making improvements and economies in the present system of training and suggest that such inquiries might be facilitated by information as to the systems in force in other provinces. The training schools in this Presidency were last reorganized in 1912 and in Mr. Davidson's letter No. 916, Educational, dated the 22nd December 1911, submitting the proposals for reorganization, the possibility of effecting economies was fully discussed and it was shown that the system then devised was the only one suitable to the conditions of this Presidency. The system has already achieved a considerable measure of success and the Governor in Council is averse to introducing any changes in it.

5. *Pay of teachers.*—In paragraph 4 of the letter under reply the Government of India desire the Local Government to examine the progress made in the matter of the provision of adequate pay for teachers in elementary and secondary schools and consider the adequacy of the measures till now taken for improving the remuneration of the teaching staff. The minimum pay of trained teachers in elementary schools under public management was raised to Rs. 19 in 1912. It is proposed to

(has been decided)

utilize a portion (Rs. 1,31,975) of the Imperial recurring grant of 4 lakhs sanctioned during the current year in raising the pay of trained teachers in boys' schools to Rs. 11 and the pay of all teachers in girls' schools to Rs. 12 per mensem. A sum of Rs. 80,000 from the Imperial recurring grant is also to be utilized in increasing the teaching grants now paid on behalf of trained teachers in aided elementary schools. If the minimum pay of all teachers in elementary schools under public management is to be further raised to Rs. 12, the extra cost to Government at the end of the ensuing quinquennium (over and above the expenditure that will have to be incurred in providing for expansion) will amount to Rs. 4,98,637 calculated as shown below :—

	RS.
(1) Cost of raising the pay of existing trained teachers in boys' schools from Rs. 11 to Rs. 12 per mensem	1,17,421
(2) Cost of paying new teachers employed in boys' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	2,54,112
(3) Cost of paying trained teachers employed in boys' schools in place of untrained teachers at Rs. 12 per mensem, i.e., Rs. 4 more than the pay of an untrained teacher	93,504
(4) Cost of paying new teachers employed in girls' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	33,600
Total	4,98,637

If the minimum pay of trained teachers in elementary schools under public management is raised to Rs. 12, it will become necessary to raise proportionately the rate of teaching grants paid on behalf of trained teachers in aided elementary schools. It is not possible to frame an accurate forecast of the extra expenditure that will thereby be involved; but it is roughly estimated that the cost to Government at the end of the quinquennium will amount to nearly 4.50 lakhs.

As regards teachers in secondary schools, I am to state that during the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period. This Government do not therefore consider that any special steps need be taken to raise their emoluments. Further the matter is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government high schools. It may however be mentioned in this connexion that a sum of Rs. 41,000 has been set apart from the Imperial recurring grant of four lakhs for payment of increased grants to aided secondary schools with a view to secure an improvement in the position of the teaching staff.

6. The cost of the two schemes relating to the training and improvement of the pay of teachers will at the end of the quinquennium be as shown below :—

	Recurring.	Non-recurring.
	RS.	RS.
Training of teachers	26,85,615	1,05,10,000
Improvement of pay of teachers	9,48,637	...
Total	36,34,252	1,05,10,000

7. The forecast of the extra financial liability given in the preceding paragraph must be regarded as tentative, as it would be extremely difficult to estimate, with any degree of precision, the expenditure involved in a scheme which has for its object the ultimate elimination of the untrained teacher at whatever rate education may expand and at the same time contemplates a necessarily indefinite improvement in the pay of teachers.

18.14 + 4.00 + 5.50 = 27.64
 page 32
 flag 45
 items 20 + 21
 on p. 53 R.T.S.
 flag XX

33

5

Imp. recurring grants 27.64
 under 22 Educ.
 Unspent balance of grants for Muhammadan Ed.
 Non-recurring grant under 22.88
 Recurring grant under 26.21
 Non-recurring grant under 27.1
 Total on p. 10 R.T.S. flag XX 31.84

8. As regards the ability of the Local Government to give effect to any such scheme, I am to invite attention to the policy adopted by this Government in the direction of facilities for education as evidenced by the expenditure incurred in this direction since 1908-09. The total expenditure under the head 22- EDUCATION stood at 37.39 lakhs in 1908-09. It has risen to 112.98 lakhs in 1918-19 (according to the budget estimate) representing an increased provision of 75.59. Of this, a sum of 27.64 lakhs has been met from Imperial recurring grants and the balance (47.95 lakhs) from Provincial revenues.

Taking the figures pertaining to elementary education alone (including the charges on account of training schools and a portion of the charges shown under direction and inspection) the expenditure which stood in 1908-09 at 22.78 lakhs, or 3.91 per cent of the total Provincial revenues of that year, has risen to 73.58 lakhs in 1918-19 representing 8.70 per cent of the total Provincial revenues in the budget for 1918-19. There has thus been an increased expenditure of 50.80 lakhs, of which 21.16 lakhs comes from Imperial recurring grants and the balance, viz., 29.64 lakhs, from Provincial revenues. In paragraph 25 of this Government's letter No. 613, Educational, dated the 2nd September 1911, it was remarked that an annual increment of 2 lakhs might without risk be regarded as obligatory. As a matter of fact, however, the expenditure from Provincial revenues has largely exceeded this amount, the progressive annual contribution in 1918-19 amounting to over 25 lakhs of rupees as against a progressive increment of 14 lakhs.

9. It is clear therefore that elementary education has not been neglected in this Presidency, and that such provincial revenue as was available after providing for the legitimate development of the various departments assigned to this Government under the terms of the Provincial Settlement, has been unsparingly devoted to the development of elementary education. While the Governor in Council is prepared to continue the policy of providing liberally for expansion and improvement of education in general, and of elementary education in particular, he feels that under the present Provincial settlement it would be impossible rapidly to advance the development of the scheme formulated in this letter without liberal grants from the Government of India.

10. In regard to the estimated non-recurring expenditure of 105.10 lakhs on buildings for training schools and hostels, I am to state that this Government hope to be in a position to meet a portion from Provincial balances when the Present financial restrictions are removed.

I have the honour to be,
 Sir,
 Your most obedient servant,
 Acting Secretary to Government.
 (Annexures.)

1911-12 (Prov.) 27.16 [page 2 flag 48]
 1912-19 52.42
 Total (Key 48) 73.58
 Imp. recurring 21.16
 Prov. 52.42
 Excess 25.26

	Lakhs
1912-13	2
1913-14	4
1914-15	6
1915-16	8
1916-17	10
1917-18	12
1918-19	14

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ANNEXURE A

Statement of average annual expenditure on the training of new teachers in the next quinquennium.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditure.	
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs)
MASTERS.							
Collegiate	274	3	RS. 89,640	RS. 36,992	RS. 1,26,630	3 teachers' colleges ..	4.50
Secondary	169	4	16,216	18,262	34,468	4 secondary training schools.	3.20
Higher elementary ..	2,748	69	5,66,800	6,05,934	16,62,252	69 higher elementary training schools.	55.20
Lower	2,748					2 lower elementary training schools.	1.00
	80	2	6,872	14,280	21,152		
MISTRESSES.							
Collegiate	76	2	59,760	13,650	73,410	2 training colleges ..	1.00
Secondary	76	2	15,200	9,676	24,776	2 secondary training schools.	1.00
Higher elementary ..	609	13	1,04,000	2,24,469	3,28,469	13 elementary training schools.	10.40
Lower	609					Buildings and hostels for existing training schools.	15.00
Total ..			8,57,488	14,13,699	22,71,187	..	90.30

ANNEXURE B

Statement of ultimate annual expenditure on the training of new teachers.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditure.	
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs)
MASTERS.							
Collegiate	343	4	1,19,520	46,305	1,65,825	4 teachers' colleges.	6.00
Secondary	228	6	24,324	26,704	50,028	6 secondary training schools.	4.80
Higher elementary ..	3,190	80	6,66,000	7,03,395	19,28,811	80 higher elementary training schools.	64.00
Lower	80					2	6,872
MISTRESSES.							
Collegiate	94	2	59,760	16,920	76,680	2 training colleges.	1.50
Secondary	94	3	22,800	11,844	34,644	3 secondary training schools.	1.50
Higher elementary ..	636	16	1,28,000	2,80,476	4,08,476	16 elementary training schools.	17.80
Lower	636					Buildings and hostels for existing training schools.	15.00
Total ..			10,17,276	16,68,339	26,85,615		105.10

⊗ A considerable amount of non-recurring expenditure will have to be incurred on the construction of buildings for women's training colleges, but the amount is indeterminate.

⊗ A considerable amount of non-recurring expenditure will have to be incurred on the construction of buildings for women's training colleges, but the amount is indeterminate.

Mr. K. S. ...

11th April
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HOME (EDUCATION) DEPARTMENT.
G.O. No. 470, June 1917

READ—the following papers:—

I
Letter—from the Hon'ble Sir E. D. MACLAGAN, K.C.I.E. C.S.I., Secretary to the Government of India, Department of Education (Education).
To—the Secretary to the Government of Madras, Home (Education) Department.
Dated—Simla, the 30th August 1916.
No.—813.

The attention of the Government of India has lately been again drawn to the inadequacy of the arrangements in many provinces for the training of teachers for secondary and primary schools. As local Governments are aware, the question of the training of teachers has not of late years been neglected, the Government of India having, from time to time, given considerable grants for this object and a great deal having been done in the same direction at the expense of the Provincial Governments. The number of teachers trained in the whole of India has between the years 1911-12 and 1914-15 risen by 38 per cent, while the amount of money spent on the training of teachers has risen by 45 per cent. The proportion of trained teachers is still, however, in most provinces very small and the average for the whole of India is at present 29 per cent only.

2. In the replies to this Department letter No. 838-849, dated the 9th May 1913, the various local Governments supplied estimates of the expenditure likely to be incurred during the three years—1913-14 to 1915-16—on the training of teachers. But it is observed that no general standard was adopted as representing the extent to which training should be supplied in the various provinces. In view of the fact that for several years to come there can be no expectation of a grant of money from the Imperial Government for this class of expenditure, it is recognized that any standard which may now be adopted must necessarily fall far short of the standard which could be prescribed if suitable funds were available. At the same time, it appears to the Government of India that it would be useful for the several local Governments to have before them some standard in dealing with this question, and as at present advised they are of opinion that the lowest result which should be aimed at by local Governments is that the number of teachers (male and female) to be trained in each year for Indian schools should not be less than the number of new teachers whom it is necessary to provide during the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. The Government of India would be glad, therefore, if local Governments could undertake to estimate the number of teachers thus required during the next five years beginning from April 1917 and should consider how far they will be able to carry out the proposal that the number of teachers trained in each year should not be less than the number of teachers so required. It would be for the local Governments further to decide whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers. It is further recognized

STATEMENT OF AVERAGE ANNUAL EXPENDITURE ON THE TRAINING OF NEW TEACHERS IN THE PROVINCE OF MADRAS

Grades of teachers	Number of teachers trained	Number of teachers employed in schools	Expenditure on training (Rs.)	Expenditure on salaries (Rs.)	Total (Rs.)
Primary	1,200	1,200	1,20,000	1,20,000	2,40,000
Secondary	1,000	1,000	1,00,000	1,00,000	2,00,000
Higher secondary	500	500	50,000	50,000	1,00,000
College	200	200	20,000	20,000	40,000
University	100	100	10,000	10,000	20,000
Total	3,000	3,000	3,00,000	3,00,000	6,00,000

STATEMENT OF AVERAGE ANNUAL EXPENDITURE ON THE TRAINING OF NEW TEACHERS IN THE PROVINCE OF MADRAS

Grades of teachers	Number of teachers trained	Number of teachers employed in schools	Expenditure on training (Rs.)	Expenditure on salaries (Rs.)	Total (Rs.)
Primary	1,200	1,200	1,20,000	1,20,000	2,40,000
Secondary	1,000	1,000	1,00,000	1,00,000	2,00,000
Higher secondary	500	500	50,000	50,000	1,00,000
College	200	200	20,000	20,000	40,000
University	100	100	10,000	10,000	20,000
Total	3,000	3,000	3,00,000	3,00,000	6,00,000

⑧ A considerable amount of new expenditure has to be incurred on the construction of buildings for training of teachers, but the amount is not substantial.

8.62

⑧ A considerable amount of new expenditure has to be incurred on the construction of buildings for training of teachers, but the amount is not substantial.

that, although, as a rule, a complete training cannot be supplied in less than two years at the least, the present exigencies may justify the adoption of a normal period of training amounting to a lesser period such as one year—a period which has already been adopted in several provinces. If, on consideration of the results brought out by an estimate such as is above suggested, the local Governments should find that the standard recommended is unsuitable, it would be open to local Governments to devise some other standard: but, as above noted, the Government of India are of opinion that it will be better in all cases for the local Governments to adopt some standard however inadequate rather than to leave the expansion of training institutions to be dealt with in an unsystematic and haphazard manner. In commending this matter to the attention of local Governments, the Government of India would be glad to be informed in due time of the courses which each local Government may decide to follow in order to ensure an adequate supply of trained teachers in the future.

3. In this connection I am to recommend that local Governments should enquire into the possibility of making improvements and economies in the present system of training, and to suggest that such enquiries might be facilitated by information as to the systems in force in other provinces.

4. I am further to invite attention again to the recommendations made in paragraphs 11 (vi) and 22 (1) (b) of the Government of India Resolution No. 301-C.D., dated the 21st February 1913, regarding the provision of adequate pay for teachers. From the information available to them the Government of India understand that much has been done in most provinces to carry out the wishes of the Government of India in this respect but they would be glad if local Governments would take this opportunity of considering the progress made and of judging as to the adequacy of the measures hitherto taken for improving the remuneration of the teaching staff.

5. I am directed to add that the reference now made by the Government of India is in respect of action which may suitably be taken when normal conditions return and that so long as the war lasts and the necessity for conserving the financial resources of Government remains paramount, it will ordinarily not be possible to provide for any material increase of provincial expenditure in the directions indicated.

II

Memorandum No. 3242-1, Home (Education), dated 16th September 1916.

The letter from the Government of India read above is referred to the Director of Public Instruction who is requested to favour Government with a full report on the various points raised therein. An approximate estimate of the cost of any new measures that may be considered necessary should also be furnished.

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

III

Letter—from the Hon'ble Mr. J. H. STONE, M.A., C.I.E., F.R.E.S., Director of Public Instruction.

To—the Secretary to Government, Home (Education) Department.

Dated—Madras, the 9th January 1917.

No.—Ref. on Cur. 7828/1916.

With reference to memorandum No. 3242-1, dated 15th September 1916, I have the honour to submit my approximate estimate of the cost which would be involved in connection with the training of teachers for secondary and elementary

11th April
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schools according to the standard laid down in the letter from the Government of India, No. 813, dated 30th August 1916, forwarded with the memorandum referred to above. Statements are appended showing (1) separately for secondary and elementary schools for boys and girls the number of trained teachers and the requirements for the ensuing quinquennium involved in the adoption of the standard suggested in the letter from the Government of India, (2) the recurring cost involved in working according to this standard, (3) a rough estimate of non-recurring expenditure and (4) figures for the previous quinquennium for purposes of comparison. It will be observed that the ultimate recurring cost would be Rs. 11,30,994 and the non-recurring Rs. 65 lakhs.

2. I will now deal with the general points raised in the Government of India's letter. With reference to the remark that the Local Government should decide whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers I would invite the attention of Government to rule 115 of the Madras Educational Rules and to state that I see no reason to depart from the principles of selection therein laid down.

3. As regards the question of the length of the training course and the possibility of shortening it, I am not inclined to economize by reducing the period of training. The effect would be a cumulative depression of our educational standards. Ill-trained teachers produce ill-taught boys some of whom become teachers and ill-organized schools which tend to set a standard. It must unhappily be the case that the trained teachers must be in the minority and I cannot venture to look forward to the time when this will not be so in the Presidency, but it is not open to question that they are doing valuable work in raising the general standard of education and any course that would impair their quality would be suicidal. Teachers in general suffer from sheer ignorance. Our system of training for elementary teachers seeks in the first place to mitigate this and we want a two years' course for people of the matriculation standard also for the same reason. The fact is that in filling our training schools as full as we can we have already gone as far as we can in sacrificing quality to quantity.

4. With reference to paragraph 3 of the Government of India's letter, the training schools in this Presidency were recently reorganized and the whole system thoroughly overhauled. It is not desirable and it does not seem necessary to make at present any changes in the system of training and in fact this system has already achieved a considerable measure of success and does not fall far short of that standard to which the Government of India now desire other Provinces to aspire.

5. As regards paragraph 4 of the Government of India's letter the question of raising further the pay of teachers is largely a financial matter. The minimum pay of a trained teacher has been raised to Rs. 10 irrespective of capitation allowance and fee appropriations. The minimum is not yet Rs. 12 and a proposal to make this the minimum in the case of female teachers has been ordered to lie over for the present—vide G.O. No. 1320 Home (Education), dated 8th December 1916. As to the pay of secondary school teachers no definite action has been taken and the matter is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government High schools. It is however proposed to fix Rs. 25 as the minimum pay of teachers in Government Secondary schools (vide proposition statement approved by Government in their memorandum No. 1145-2, Educational, dated 16th May 1916). It may be further observed that in the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period.

6. The letter from the Government of India is returned as requested.

p. 2 dup
No. 406 (M)
3.12.12
4.5.13 (R)
p. 2 dup
No. 405 (M)
22.5.12
(KK)
p. 37 78.526
16.5.17
(H)

(1)

STATEMENT I.—Showing the number of additional teachers that will have to be trained during each year in the ensuing quinquennium.

Elementary schools for boys.

Years.	Probable number of pupils in elementary schools (increase calculated at 6 per cent).	Probable number of teachers (calculated at 26 pupils for each teacher).	Probable number of trained teachers (33 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (14 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers during the last five years.	Number of additional teachers that will have to be trained during the next five years, i.e., the difference between columns (7) and (8).	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	(a) 1,273,350	(b) 50,934	(c) 16,978	(d) 2,376	(e) 2,671	5,047		1,770	
1917-18 ..	1,349,761	53,990	17,997	2,519	3,066	5,575		2,298	
1918-19 ..	1,430,736	57,229	19,076	2,670	3,239	5,909	3,277	2,632	
1919-20 ..	1,516,580	60,663	20,221	2,830	3,434	6,264		2,987	
1920-21 ..	1,607,676	64,303	21,434	3,000	3,640	6,640		3,363	2,616

(a) The increase in the number of scholars was 6 per cent during the last quinquennium.

(b) This is the average for the last quinquennium.

(c) This is the average percentage of trained teachers to the total number of teachers shown in column (3).

(d) This has been arrived at by deducting the total number of trained teachers at the end of a year from the total number of teachers at the beginning of that year plus the number of teachers who underwent training in the year previous to it but who became available for employment during the succeeding year.

(e) This was arrived at by deducting the total number of teachers at the end of a year from the total number of teachers during the succeeding year.

(f) This is the average of number of teachers who were trained during the last quinquennium.

(g) This has been arrived at by striking the average of column (9).

Elementary schools for girls.

Years.	Probable number of pupils in elementary schools (increase calculated at 10 per cent).	Probable number of teachers (calculated at 24 pupils per teacher).	Probable number of trained teachers (60 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (11 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	138,939	5,789	3,424	377	657	1,034		530	
1917-18 ..	152,833	6,368	3,821	420	662	1,082		578	
1918-19 ..	168,116	7,005	4,203	462	637	1,099	504	595	
1919-20 ..	184,928	7,705	4,623	509	700	1,209		705	
1920-21 ..	203,411	8,475	5,085	559	770	1,329		825	646

For revised Stat.
vide page 8 infra

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For revised
figures, please
refer to
page 8 infraFor revised
figures, please
refer to
page 8
infra

Statement I showing the number of additional teachers that will have to be trained during each year in the ensuing quinquennium.

Secondary schools for boys.

Years.	Probable number of pupils in secondary schools (increase calculated at 7 per cent which is the average for the last quinquennium).	Probable number of teachers required at the rate of 25 pupils per teacher.	Probable number of trained teachers required (47 per cent of total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (7 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	139,478	5,579	2,622	184	275	459	287	172	326
1917-18 ..	149,241	5,970	2,806	196	391	587		300	
1918-19 ..	159,688	6,388	3,002	210	418	628		341	
1919-20 ..	170,166	6,836	3,212	225	447	672		385	
1920-21 ..	182,827	7,313	3,437	240	478	718		431	

Secondary schools for girls.

Years.	Probable number of pupils in secondary schools (increase calculated at 9 per cent).	Probable number of teachers at the rate of 16 pupils per teacher.	Probable number of trained teachers (45 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (22 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	7,289	455	219	48	47	95	49	45	58
1917-18 ..	7,945	530	239	53	44	97		48	
1918-19 ..	8,660	577	260	57	47	104		55	
1919-20 ..	9,439	629	283	62	52	114		65	
1920-21 ..	10,289	686	309	68	57	125		76	

One-half - College
One-half - Secondary

(2)

STATEMENT II.—Showing the recurring cost involved in working according to India's standard.

[Note.—Of the additional teachers required for elementary schools one-half is assumed to be of the higher elementary grade and the other half of the lower elementary grade for purposes of calculating the stipends required for them. Similarly for the additional teachers required for secondary schools one-half is taken to be of the secondary grade and the other half of the collegiate grade. In the case of elementary grade teachers as the period of training is for two years stipends are calculated for 21 months and in the case of secondary grade teachers stipends are calculated for nine months only as their course of training is from July to March.]

Schools and grade.	Half of the additional teachers required.	Rate of stipends.	Number of months for which stipends are required.	Cost of stipends.
Elementary schools—				
Boys ... { Higher elemen- tary.	$\frac{2616}{2}$	$\times \frac{21}{2}$	$\times 21$	= 2,88,414
Boys ... { Lower elemen- tary.	$\frac{2616}{2}$	$\times \frac{17}{2}$	$\times 21$	= 2,33,478
Girls ... Elementary ...	646	$\times \frac{21}{2}$	$\times 21$	= 1,42,443
Secondary schools—				
Boys ... { Secondary ...	$\frac{326}{2}$	$\times 12$	$\times 9$	= 17,604
Boys ... { Collegiate ...	$\frac{326}{2}$	$\times 15$	$\times 9$	= 22,005
Girls ... { Secondary ...	$\frac{58}{2}$	$\times 14$	$\times 9$	= 3,654
Girls ... { Collegiate ...	$\frac{58}{2}$	$\times 20$	$\times 9$	= 5,220
Total ...				7,12,818

The cost of opening new schools.

Recurring charges—	Staff establish- ment.	Contingencies.	Total.
	Rs.	Rs.	Rs.
1. Cost of a higher elementary training school with lower elementary training department.	7,548	660	8,208
Cost of 33 higher elementary training schools.	$33 \times 8,200$	...	2,70,600
2. Cost of a higher elementary training school for mistresses.	6,000	2,000	8,000
Cost of eight higher elementary training school for mistresses.	...	...	64,000
3. Cost of a secondary training school for masters without model school.	317 per mensem or Rs. 3,804 per annum.	250	4,054 per annum
Cost of four secondary training schools which will train about 160 teachers.	...	...	16,216
4. Cost of a secondary training school for mistresses on the assumption that a secondary training department will be attached to any of the existing schools.	...	...	7,600
5. Cost of a teachers' college at Rs. 2,490 per mensem.	...	...	29,880
6. Cost of a training college for women.	...	...	29,880
Total ...	...	...	4,18,176

7,12,818 + 4,18,176 = 11,30,994

(3) STATEMENT III.—Showing the non-recurring cost.

	Lakhs. Rs.
(1) Cost of buildings and hostels for the 47 proposed training schools at one lakh for each	47
(2) Cost of buildings and hostels for the proposed two training colleges	3
(3) Cost of buildings and hostels for nine existing training schools which are held in rented buildings at one lakh for each	9
(4) Cost of hostels for 30 existing training schools which are not provided with hostels at Rs. 20,000 for each	6
Total	65

(4) STATEMENT IV.—Showing the figures regarding wastage, expansion and the number of teachers trained during the previous quinquennium.

	Years.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			Number of pupils.	Number of teachers employed.	Number of trained teachers of the required grade employed.	Wastage in the number of teachers.	Number of teachers necessary to meet expansion of education.	Total of columns (5) and (6).	Number of teachers trained for the year.	Number of additional teachers that would have been necessary during the year to meet wastage and expansion.
Secondary schools for boys.	1911-12	..	99,668	4,294	2,043	125	44	169	175	+ 6
	1912-13	..	106,396	4,543	2,098	195	249	444	250	194
	1913-14	..	115,425	4,748	2,167	193	205	401	265	136
	1914-15	..	123,140	5,004	2,299	108	255	364	240	124
	1915-16	..	130,353	5,304	2,474	134	300	434	309	125
Secondary schools for girls.	1911-12	..	4,714	351	279	+ 40	62	22	15	7
	1912-13	..	5,168	365	285	24	14	38	30	8
	1913-14	..	5,947	419	325	+ 17	54	37	23	14
	1914-15	..	6,288	432	326	49	13	62	50	12
	1915-16	..	6,687	439	336	42	7	49	52	+ 3
Elementary schools for boys.	1911-12	..	940,084	38,773	12,955	1,794	948	2,742	2,253	489
	1912-13	..	1,014,448	40,958	13,782	1,572	2,185	3,757	2,398	1,359
	1913-14	..	1,088,686	43,267	14,328	2,765	2,309	5,075	3,312	1,763
	1914-15	..	1,143,995	45,216	14,759	3,208	1,949	5,157	3,639	1,518
	1915-16	..	1,201,273	47,643	15,762	2,765	2,427	5,192	3,768	1,424
Elementary schools for girls.	1911-12	..	87,916	3,795	2,354	265	141	407	365	43
	1912-13	..	97,695	4,122	2,531	240	325	565	417	149
	1913-14	..	110,351	4,512	2,688	273	390	663	430	233
	1914-15	..	119,963	4,818	2,789	388	306	694	439	255
	1915-16	..	126,308	5,147	2,967	368	329	697	595	101

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Bogo	1,041,667	6051	1,047,718
Girls	159,606	1,20,257	279,863
	1,201,273	1,26,308	1327,581

52790

Revised statement—Showing the number of additional teachers that will have to be trained during each in the quinquennium 1916-17 to 1920-21 (Statement referred to in the Director of Public Instruction's note, dated the 11th June 1917).

Elementary schools for boys.

Years.	Probable number of pupils in elementary schools (increase calculated at 6 per cent).	Probable number of teachers calculated at 25 pupils per teacher.	Probable number of trained teachers (33 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (3 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	(a) 1,273,350	(b) 50,934	(c) 16,978	(d) 1,018	(e) 2,671	3,689	(f) 2,050	(g) 2,496	2,717
1917-18 ..	1,349,761	53,990	17,997	1,079	3,056	4,135	2,496	2,744	
1918-19 ..	1,430,736	57,229	19,076	1,144	3,239	4,383	2,744	3,008	
1919-20 ..	1,516,680	60,663	20,221	1,213	3,434	4,647	3,008	3,287	
1920-21 ..	1,607,575	64,303	21,434	1,286	3,640	4,926	3,287		

- (a) The increase in the number of scholars was 6 per cent during the last quinquennium.
 (b) This is the average for the last quinquennium.
 (c) This is the average percentage of trained teachers to the total number of teachers shown in column (3).
 (d) This has been arrived at by deducting the total number of trained teachers at the end of a year from the total number of teachers at the beginning of that year plus number of teachers who underwent training in the year previous to it and who became available for employment during the succeeding year.
 (e) This was arrived at by deducting the total number of teachers at the end of a year from the total number of teachers during the succeeding year.
 (f) This is the average number of teachers who were trained during the last quinquennium.
 (g) This has been arrived at by striking the average of column (9).

Elementary schools for girls.

Years.	Probable number of pupils in elementary schools (increase calculated at 10 per cent).	Probable number of teachers calculated at 24 pupils per teacher.	Probable number of trained teachers (50 per cent of the total number of teachers).	Wastage, i.e., probable number of trained teachers who may die or resign (5 per cent of the trained teachers).	Probable number of trained teachers that may be required on account of expansion of education.	Total of columns (5) and (6).	Average number of teachers trained during the last five years.	Number of additional teachers that will have to be trained during the next five years.	Average number of additional teachers that will have to be trained during each year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1916-17 ..	(a) 139,939	(b) 5,830	(c) 3,424	(d) 205	(e) 657	862	(f) 610	(g) 687	
1917-18 ..	152,833	6,368	3,821	229	662	891	639	687	
1918-19 ..	168,116	7,005	4,203	252	637	889	637	725	
1919-20 ..	184,928	7,705	4,623	277	700	977	725	824	
1920-21 ..	203,421	8,476	5,086	305	771	1,076	824		

- (a) to (c) Please see above for an explanation.
 (d) Detailed figures are not available in the Public Instruction report to determine wastage in the case of elementary schools for girls. The wastage has therefore been calculated at 5 per cent as in the case of elementary schools for boys.
 (e) to (g) Please see above for the explanation.

No. 470, Home (Education), 11th April 1917

(6)
STATEMENT—Showing the cost involved in the training of teachers for the elementary grade according to the revised tables submitted herewith (statement referred to in the Director of Public Instruction's note dated 11th June 1917).

Stipends—		RS.
Masters ...	Higher elementary. $\frac{2716}{2} \times \frac{21}{2} \times 21$...	2,99,439
	Lower elementary. $\frac{2716}{2} \times \frac{17}{2} \times 21$...	2,42,403
Mistresses.	Higher and lower elementary grades $687 \times \frac{21}{2} \times 21$	1,51,484
Total ...		6,93,326

(a) Rate of stipends per mensem. (b) Number of months.
To train 2,716 masters of the elementary grade (one-half being supposed to be of the higher elementary and the other half of the lower elementary grade) we will require 34 training schools of the elementary grade each containing a higher and a lower grade. Similarly to train 687 mistresses of the elementary grade we will require nine elementary training schools for mistresses each containing a higher and a lower grade.
The table given below shows the cost, recurring and non-recurring, required for the opening of the additional number of schools mentioned above:—

Recurring charges—		RS.
Cost of opening 34 training schools for masters ($34 \times 8,200$) ...		2,78,800
Cost of opening nine training schools for mistresses ($9 \times 8,000$) ...		72,000
Total ...		3,50,800
Non-recurring charge—		
Cost of buildings and hostels for 43 training schools of the elementary grade ...		43 lakhs.

34) 2716 (80
2720

34) 2716 (80
2720



GOVERNMENT OF MADRAS

HOME (EDUCATION) DEPARTMENT

No. 471/L.

From

THE HON'BLE DIWAN BAHADUR

~~L. D. SWAMIKANNU PILLAI~~

Acting Secretary to the Government of Madras,

Home (Education) Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Fort St. George, the 11th April 1918.

Sir,

I am directed to reply to your letter No. 813, dated the 30th August 1916, regarding the training of teachers for secondary and primary schools.

2. The Government of India are of the opinion that the lowest result which should be aimed at by Local Governments is that the number of teachers (male and female) to be trained in each year should not be less than the number of new teachers whom it is necessary to provide during the year in order (i) to take the place of teachers who have died or resigned and (ii) to meet the demands caused by the extension of education. They desire to be furnished with an estimate of the number of teachers thus required during the next five years beginning from April 1917. The Governor in Council accepts the standard recommended by the Government of India as generally suitable. As the official year 1917-18 has already expired, the estimate of additional teachers to be trained has been prepared for the quinquennium commencing from April 1918.

3. The percentage of wastage in the case of trained teachers has been calculated with reference to the wastage observed in their number in the quinquennium ending 1916. The percentage thus arrived at cannot however be considered as accurate in view of the rapid extension in education that is being effected year by year. In the case of untrained teachers, it is not possible to form even an approximate estimate of wastage since untrained teachers frequently leave the profession for reasons other than death or superannuation. It has however been assumed that the percentage of wastage in their case is the same as that in the case of trained teachers of the corresponding grade and this seems sufficient for the purpose in view, i.e., a calculation of the cost of the replacement at as rapid a rate as is practicable of untrained by trained teachers. The number of additional teachers required to meet the demands caused by the extension of education has also been calculated with reference to the figures for the previous quinquennium but the estimate can be regarded as only a rough one.

For the training of teachers of the collegiate grade there are now two Government training colleges—one at Saidapet and the other at Rajahmundry. There are also in the Presidency a number of training schools for masters and mistresses and full particulars concerning these are given in the supplemental statistics

Approved

44

Please send two clean signature copies as revised before this evening.

R. Ramachandra Rao
Avargal

relating to 'special education' appended to the annual report on public instruction. With the aid of the Imperial recurring grant of 4 lakhs sanctioned by the Government of India in their letter No. 302, dated the 29th March 1917, this Government have sanctioned the provision of further facilities for the training of additional teachers of the various grades as detailed below:—

Masters.						Number of additional teachers to be trained.
Collegiate grade	...	...	...	...	...	20
Secondary "	...	...	...	...	...	175
Higher elementary grade	...	...	...	...	...	120
Lower "	...	...	...	...	...	40

Allowing for the above increase in the number of teachers now annually trained, the number of additional teachers that will hereafter have to be trained during the quinquennium in question in accordance with the standard laid down by the Government of India is given below:—

	Collegiate grade.	Secondary grade.	Higher elementary grade.	Lower elementary grade.
Masters.				
1918-1919	211	107	2,332	2,412
1919-1920	240	135	2,528	2,608
1920-1921	273	165	2,737	2,817
1921-1922	305	202	2,957	3,037
1922-1923	343	238	3,190	3,270
Average ..	274	169	2,748	2,828
Mistresses.				
1918-1919	59	59	395	395
1919-1920	77	67	445	445
1920-1921	78	76	504	504
1921-1922	84	84	557	557
1922-1923	94	94	636	636
Average ..	76	75	509	509

To provide training for the average number of teachers above arrived at, it will be necessary to open additional training institutions as shown below:—

	Number of institutions.
For Masters.	
Collegiate grade	3
Secondary grade	4
Higher elementary grade	69
Lower elementary grade	2
For Mistresses.	
Collegiate grade	2
Secondary grade	2
Higher elementary grade	13

The recurring cost of the new institutions, inclusive of stipends of students under training, is estimated at Rs. 22,71,187 per annum (vide annexure A to this letter). The non-recurring expenditure on buildings for the training institutions and hostels for students is estimated at Rs. 90.30 lakhs. If the number of teachers to be trained in the last year of the quinquennium is taken into account as representing the more correct data for basing the ultimate estimates in the matter there will be an increase in the number of new institutions to be opened as shown below:—

	Number of institutions.
For Masters.	
Collegiate grade	4
Secondary grade	6
Higher elementary grade	80
Lower elementary grade	2
For Mistresses.	
Collegiate grade	2
Secondary grade	3
Higher elementary grade	16

The recurring cost of these institutions as shown in Annexure B to this letter is Rs. 26,85,615 per annum and the non-recurring cost will amount to Rs. 105.10 lakhs.

4. I am now to deal with the general questions raised in paragraphs 2 and 3 of your letter—

(i) *Admission into training schools.*—The Government of India suggest that in cases where the training supplied would not cover more than the number of new teachers required each year, it should be considered whether the number trained should include any of the existing teachers in preference to the supply of training to a certain number of the new teachers. Admission into training schools in this Presidency is regulated by rule 115 of the Madras Educational Rules, which distinctly lays down that in the selection of candidates preference should be given to those already serving as teachers. The suggestion of the Government of India has thus already been given effect to in this Presidency.

(ii) *Period of training.*—It is suggested in the letter under reply that, though a complete training cannot be supplied in less than two years at the least the present exigencies may justify the adoption of a normal period of training amounting to a less period such as one year.

In this Presidency teachers of the collegiate and secondary grade have at present only one year's training. The course in elementary training schools lasts for two years, but it must be remembered that students in schools are largely recruited from the ranks of elementary school teachers who in many cases have attained only a very low standard of elementary education. Their training has therefore to be mainly devoted to improving their general education and for this purpose even two years is inadequate. Further a low standard of education among the teachers reacts upon the teaching and organisation of elementary schools and the pupils from these schools who enter the teaching profession are in their turn ill-educated and mentally ill-equipped. It is both expensive and difficult to remedy these deficiencies in training schools. As it is, the proportion of trained elementary teachers is entirely inadequate and the standard of qualifications which they attain is by no means unduly high. The Madras Government are not prepared to take any steps which will lower it. It is on the other hand their intention to lengthen the period of training of secondary grade teachers to two years so soon as the arrangements detailed in this Government's letter No. 916, Educational, dated the 22nd December 1911, can be carried out. This step is particularly necessary with a view to providing a larger number of efficient teachers of English for the lower classes of secondary schools.

(iii) *Possibility of effecting improvement and economy in the present system of training.*—The Government of India desire that Local Governments should inquire into the possibility of making improvements and economies in the present system of training and suggest that such inquiries might be facilitated by information as to the systems in force in other provinces. The training schools in this Presidency were last reorganized in 1912 and in Mr. Davidson's letter No. 916, Educational, dated the 22nd December 1911, submitting the proposals for reorganization, the possibility of effecting economies was fully discussed and it was shown that the system then devised was the only one suitable to the conditions of this Presidency. The system has already achieved a considerable measure of success and the Governor in Council is averse to introducing any changes in it.

5. *Pay of teachers.*—In paragraph 4 of the letter under reply the Government of India desire the Local Government to examine the progress made in the matter of the provision of adequate pay for teachers in elementary and secondary schools and consider the adequacy of the measures till now taken for improving the remuneration of the teaching staff. The minimum pay of trained teachers in elementary schools under public management was raised to Rs. 10 in 1912. It has been decided to utilize a portion (Rs. 1,31,975) of the Imperial recurring grant of 4 lakhs sanctioned by the Government of India last year in raising the pay of trained teachers in boys' schools to Rs. 11 and the pay of all teachers in girls' schools to Rs. 12 per mensem. A sum of Rs. 80,000 from the Imperial recurring grant is also to be utilized in increasing the teaching grants now paid on behalf of trained teachers in aided elementary schools. If the minimum pay of all teachers in elementary schools under public

management is to be further raised to Rs. 12, the extra cost to Government at the end of the quinquennium (over and above the expenditure that will have to be incurred in providing for expansion) will amount to Rs. 4,98,637 calculated as shown below :—

	RS.
(1) Cost of raising the pay of existing trained teachers in boys' schools from Rs. 11 to Rs. 12 per mensem	1,17,421
(2) Cost of paying new teachers employed in boys' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	2,54,112
(3) Cost of paying trained teachers employed in boys' schools in place of untrained teachers at Rs. 12 per mensem, i.e., Rs. 4 more than the pay of an untrained teacher	93,504
(4) Cost of paying new teachers employed in girls' schools on account of expansion of education at Rs. 12 instead of at the existing rate of Rs. 10 per mensem	33,600
Total	4,98,637

If the minimum pay of trained teachers in elementary schools under public management is raised to Rs. 12, it will become necessary to raise proportionately the rate of teaching grants paid on behalf of trained teachers in aided elementary schools. It is not possible to frame an accurate forecast of the extra expenditure that will thereby be involved; but it is roughly estimated that the cost to Government at the end of the quinquennium will amount to nearly 4.50 lakhs.

As regards teachers in secondary schools, I am to state that during the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period. This Government do not therefore consider that any special steps need be taken to raise their emoluments. Further the matter is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government high schools. It may however be mentioned in this connexion that a sum of Rs. 41,000 has been set apart from the Imperial recurring grant of four lakhs for payment of increased grants to aided secondary schools with a view to secure an improvement in the position of the teaching staff.

6. The cost of the two schemes relating to the training and improvement of the pay of teachers will at the end of the quinquennium be as shown below :—

	Recurring.	Non-recurring.
	RS.	RS.
Training of teachers	26,85,615	1,05,10,000
Improvement of pay of teachers	9,48,637	...
Total	36,34,252	1,05,10,000

7. The forecast of the extra financial liability given in the preceding paragraph must be regarded as tentative, as it would be extremely difficult to estimate, with any degree of precision, the expenditure involved in a scheme which has for its object the ultimate elimination of the untrained teacher at whatever rate education may expand and at the same time contemplates a necessarily indefinite improvement in the pay of teachers.

8. As regards the ability of the Local Government to give effect to any such scheme, I am to invite attention to the policy adopted by this Government in the direction of facilities for education as evidenced by the expenditure incurred in this direction since 1903-09. The total expenditure under the head 22. EDUCATION stood at 37.39 lakhs in 1908-09. It has risen to 112.98 lakhs in 1918-19 (according to the budget estimate) representing an increased provision of 75.59. Of this, a sum of 27.64 lakhs has been met from Imperial recurring grants and the balance (47.95 lakhs) from Provincial revenues.

Taking the figures pertaining to elementary education alone (including the charges on account of training schools and a portion of the charges shown under direction and inspection) the expenditure which stood in 1908-09 at 22.78 lakhs, or 3.91 per cent of the total Provincial revenues of that year, has risen to 73.58 lakhs,

in 1918-19 representing 8.70 per cent of the total Provincial revenues in the budget for 1918-19. There has thus been an increased expenditure of 50.80 lakhs, of which 21.16 lakhs comes from Imperial recurring grants and the balance, viz., 29.64 lakhs, from Provincial revenues. In paragraph 25 of this Government's letter No. 613, Educational, dated the 2nd September 1911, it was remarked that an annual increment of 2 lakhs might without risk be regarded as obligatory. As a matter of fact, however, the expenditure from Provincial revenues has largely exceeded this amount, the progressive annual contribution in 1918-19 amounting to over 25 lakhs of rupees as against a progressive increment of 14 lakhs.

9. It is clear therefore that elementary education has not been neglected in this Presidency, and that such provincial revenue as was available after providing for the legitimate development of the various departments assigned to this Government under the terms of the Provincial Settlement, has been unsparingly devoted to the development of elementary education. While the Governor in Council is prepared to continue the policy of providing liberally for expansion and improvement of education in general, and of elementary education in particular, he feels that under the present Provincial settlement it would be impossible rapidly to advance the development of the scheme formulated in this letter without liberal grants from the Government of India.

10. In regard to the estimated non-recurring expenditure of 105.10 lakhs on buildings for training schools and hostels, I am to state that this Government hope to be in a position to meet a portion from Provincial balances when the present financial restrictions are removed.

I have the honour to be,

Sir,

Your most obedient servant,

~~XXXX~~ Secretary to Government.

ANNEXURE A

Statement of average annual expenditure on the training of new teachers in the next quinquennium.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditure.	
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs).
MASTERS.							
Collegiate	374	3	39,640	36,993	1,26,630	3 teachers' colleges ..	4-50
Secondary	169	4	16,216	18,262	24,468	4 secondary training schools.	3-20
Higher elementary ..	2,748	69	5,65,800	6,05,934	16,62,252	69 higher elementary training schools.	55-20
Lower	2,748					2 lower elementary training schools.	1-00
	80						
MISTRESSES.							
Collegiate	76	2	59,760	13,680	73,440	2 training colleges ..	..
Secondary	76	2	15,200	9,576	24,776	2 secondary training schools.	1-00
Higher elementary ..	509	13	1,04,000	2,34,469	3,28,469	13 elementary training schools.	10-40
Lower	509					Buildings and hostels for existing training schools.	15-00
Total ..			1,57,488	14,13,699	29,71,187	..	90-30

ANNEXURE B

Statement of ultimate annual expenditure on the training of new teachers.

Grade of teachers.	Number of additional teachers required.	Number of additional training schools required.	Recurring expenditure.			Non-recurring expenditure.	
			Staff establishment and contingencies.	Stipends.	Total.	Buildings for school and hostel.	Cost (in lakhs).
MASTERS.							
Collegiate	343	4	1,19,520	46,305	1,65,825	4 teachers' colleges.	6-00
Secondary	228	6	24,324	26,704	50,028	6 secondary training schools.	4-80
Higher elementary ..	3,190	80	6,56,000	7,03,395	19,38,110	80 higher elementary training schools.	64-00
Lower	3,190					2 lower elementary training schools.	1-00
MISTRESSES.							
Collegiate	94	2	59,760	16,920	76,680	2 training colleges.	..
Secondary	94	3	22,800	11,844	34,644	3 secondary training schools.	1-50
Higher elementary ..	636	16	1,28,000	2,89,476	4,08,476	16 elementary training schools.	12-80
Lower	636					Buildings and hostels for existing training schools.	15-00
Total ..			10,17,276	16,68,839	26,86,115		105-10

* A considerable amount of non-recurring expenditure may have to be incurred on the construction of buildings for women's training colleges, but the amount is indeterminate.

NOTES CONNECTED WITH G.O. No. , HOME (EDUCATION),
DATED 1 APRIL 1918.

[SUBJECT.—Training of teachers.]

HOME (EDUCATION) DEPARTMENT.

From the Government of India, dated 30th August 1916, No. 813.

Submitted that the Government of India's letter may be referred to the Director of Public Instruction for remarks in the first instance. A draft endorsement is submitted for approval.

S.K.—12-9-16.

N.K.—13-9-16.

C. RAMANUJA ACHARIYAR—14-9-16.

P. RAJAGOPALA ACHARIYAR—15-9-16.

[Memorandum No. 3242-1, dated the 16th September 1916.]

From the Director of Public Instruction, dated 9th January 1917, R.O.C. No. 7828.

The Government of India call attention to the inadequacy of the arrangements made in many provinces for the training of teachers for secondary and primary schools, and observe that no general standard has till now been adopted in any of the provinces as representing the extent to which training should be supplied to meet the requirements in future years. They are of opinion that the lowest result which should be aimed at by the Local Government is that the number of teachers (male and female) to be trained in each year for Indian schools should not be less than the number of new teachers whom it is necessary to provide during the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. That Government desire that an estimate should be prepared of the number of teachers thus required during the five years beginning from April 1917. If, however, the standard recommended is found unsuitable on financial grounds, they leave it to the Local Government to devise some other standard however inadequate to prevent the expansion of training institutions being dealt with in an unsystematic and haphazard manner.

The Government of India also desire that the Local Government should consider the possibility of effecting improvements and economies in the present system of training in the light of the systems adopted in other provinces and of reducing the period of training from two years to one year.

The training institutions in this Presidency were after mature deliberation

G.O. 1066, 3rd December 1912.

reorganized in 1912 and 1913. The

G.O. 512, 4th June 1913.

nature of the reorganization effected in the

several kinds of training institutions will

be set out in discussing the question of additional training schools.

2. In paragraph 4 of their letter, the Government of India desire the Local Government to review the progress made in the matter of improving the remuneration of the teaching staff and to ascertain whether the measures till now adopted have proved adequate.



In approval 18/6
8/28/14/18
Please see page 38-47

No 470-471

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15. 11. 17*

2 NOTES TO G.O. No. , HOME (EDUCATION), APRIL 1918

3. Since the receipt of their letter of the 30th August last, the Government of India have sanctioned an annual recurring grant of four lakhs for the training and improvement of the pay of teachers—please see letter from the Government of India, No. 302, dated the 29th March 1917. From the Hon'ble Mr. Davidson's demi-official of the 15th March 1917 it also appears that the Government of India are likely to sanction additional grants if a well-considered scheme is put before them.

4. The Director to whom the Government of India's letter was referred for report furnishes statements showing—

- (1) separately for secondary and elementary schools for boys and girls the number of additional teachers that will have to be trained during the ensuing quinquennium according to the standard suggested by the Government of India ;
- (2) the recurring cost involved in working according to this standard ; and
- (3) a rough estimate of non-recurring expenditure.

He proposes the opening of additional training institutions as detailed below :—

- (i) One training college for men.
- (ii) One training college for women.
- (iii) Four secondary training schools for masters.
- (iv) One secondary training school for mistresses.
- (v) Thirty-three higher elementary training schools for masters.
- (vi) Eight higher elementary training schools for mistresses.

The annual recurring cost is estimated at Rs. 11,30,994 and the initial outlay on buildings for the existing and the proposed institutions at Rs. 65 lakhs.

5. The Director in framing his estimate of requirements has taken into consideration—

- (1) the wastage in the number of trained teachers in the existing secondary and elementary schools, and
- (2) the needs brought about by expansion of education.

This will leave unaffected the present number of untrained teachers in existing schools ; and this number is not a negligible one. Out of a total of 5,743 teachers in Statement No 84, page 78 of volume II of all secondary schools in the Presidency Public Instruction report (1915-16). 2,021 were untrained on the 31st March 1916, and out of a total of 52,790 teachers

in all elementary schools 34,061 were untrained, giving a percentage of 35 and 65 respectively, for the two classes of schools. Any attempt at an immediate and wholesale displacement of these untrained teachers by trained men is entirely out of the question. But one should expect a scheme calculated to improve the quality of the teaching staff to take account of the case of these untrained men also even to a small degree. Some attempt to replace gradually by trained teachers the wastage that occurs in these untrained teachers may perhaps be justifiable and desirable. It is only by this means that the present large number of untrained teachers will be diminished in course of time and the ideal of schools worked by trained teachers alone will be approached. It may not be enough if only the teachers that come into new schools are trained and the number of such teachers in existing schools is maintained. The question however is one largely of finance. Even though the Director provides only for meeting the wastage in trained teachers and the demand caused on account of expansion of education, the estimated annual recurring cost is very high, viz., 11 lakhs, per annum. For the present, therefore, the question of replacing existing untrained teachers by trained men may perhaps be left out of consideration.

6. Proceeding to the method of calculation adopted in the statements forwarded by the Director of Public Instruction, it is submitted that the number of teachers required in a year to meet the demand on account of the expansion of education is

worked out with reference to the probable average increase in the number of pupils and the number of teachers required to teach them. The following is an example:—

Number of pupils in secondary schools for boys in 1915-16	...	130,353
Average percentage of increase in them each year	...	7
Number of pupils in 1916-17 is therefore	...	139,478
Number of teachers in secondary schools for boys in 1915-16	...	5,304
Number of teachers in 1916-17 calculated at the rate of 25 pupils for each year	...	5,579
Number of teachers required in 1916-17 on account of expansion of education is 5,579 — 5,304 or	...	275

There appears to be no objection to adopting this method of calculation.

7. The number of teachers required to meet *wastage* is calculated for each year as in the example below:—

Number of trained teachers in secondary schools for boys at the beginning of 1915-16	...	2,299
Number of teachers under training in the previous year (1914-15) but who became available for employment in the year 1915-16.	...	309
Number of trained teachers actually in schools at the end of the year 1915-16	...	2,474
Wastage in 1915-16 is (2,299 + 309 — 2,474) or	...	134

(A percentage of wastage is arrived at from the figures of the last quinquennium as thus worked out.)
In calculating according to the above method there are certain fallacies. These are as follows:—

(1) It is assumed that all the teachers who are under training in a particular year will successfully pass the prescribed examinations. This, however, is not actually the case. A proportion of the teachers fail to pass the prescribed examinations. Though in the year 1915-16, 256 secondary grade teachers were under training, only 186 passed in that year the preliminary examination for teachers' certificates and for the purposes of the Educational Rules only those who have passed this examination are considered as trained teachers.

(2) Further in regard to elementary grade teachers the period of training extends over two years. The number under training in that grade in a particular year apparently represents the strength in the first and second year classes. The strength in the latter class alone can be taken into consideration for calculating the number of teachers that will be available for employment in the succeeding year; but in the Director of Public Instruction's calculation the full number attending the school is included; and

(3) It is assumed that all those who undergo training in a year will take employment as teachers in secondary or elementary schools in the succeeding year. In practice this, however, is not the case. Of the holders of collegiate trained teacher's certificates (B.A., L.Ts.), some find employment either in colleges or in the Government subordinate inspecting agency. Holders of secondary trained teachers' certificates need not necessarily all be employed in secondary schools. Some are employed in elementary schools with standards above the fourth to satisfy the requirements of rule 10 of the Madras Educational rules. A good number of these two grades of teachers are at present employed in training schools.

8. It is not easy to arrive at correct figures except by elaborate actuarial methods. Even the results obtained by such a process may be misleading in view of the rapid expansion in education that has taken place in recent years. In this Government's letter to India No. 916, dated the 22nd December 1911, paragraph 15, the average period of service of a trained teacher was assumed to be twenty years; in other words, the wastage was taken to be 5 per cent. It is however doubtful whether women teachers of the collegiate and secondary grades will serve for such a long period as many of them resign their appointments after marriage. In their case the wastage may probably be doubled and put down as 10 per cent. An attempt will be made to work out the figures on this basis. As already pointed out the total number of additional teachers required on account of *expansion* of education, given in statement

Adopting the above percentages the number of trained teachers now annually made available for employment in schools for boys and girls is—

Masters.					
Collegiate grade	...	...	...	$\frac{90 \times 74}{100}$	...
Secondary	„	...	...	$\frac{162 \times 94}{100}$	...
Elementary	„	...	...	...	...
Mistresses.					
Collegiate grade	...	...	...	$\frac{2 \times 64}{100}$	...
Secondary	„	...	...	$\frac{19 \times 86}{100}$	...
Elementary	„	...	...	...	...

Thus the additional number of teachers who will have to be trained in future to meet the requirements of secondary and elementary schools is as follows:—

Masters.				
Collegiate and secondary grade ...	...	533—210	323	
Elementary grade ...	...	4,031—1,249	2,782	
Mistresses.				
Collegiate and secondary grade ...	...	67—17	50	

(If the higher figure 85 is adopted, the number of additional teachers required will be 68).

The Director of Public Instruction's figures in regard to the number of additional teachers to be trained are—

Masters.				
Collegiate and secondary grade ...	...	...	326	
Elementary grade ...	...	...	2,616	
Mistresses.				
Collegiate and secondary grade ...	...	...	58	
Elementary grade ...	...	...	646	

Thus the Director's figures do not appear to be an overestimate and may be taken as the basis for the purpose of determining the number of additional institutions to be opened.

9. *Training Colleges for Men.*—Under rule 23 of the Madras Educational Rules, the headmaster and at least three other teachers in complete secondary schools should ordinarily hold collegiate trained teachers' certificates (B.A., L.Ts.); the other teachers should ordinarily hold trained teachers' certificates of not lower grade than secondary. Graduates are trained in teachers' colleges, while secondary training schools afford training to matriculates and persons who have obtained secondary school-leaving certificates and to those who have passed the intermediate examination.

Please see letter 497, 7th May 1915.

Prior to 1911 there were two training colleges, one at Saidapet and the other at Rajahmundry. In that year the college at the latter place was closed; the Saidapet college was reorganized so as to train not less than 100 graduates every year. Recently the necessity for a training college for the benefit of Telugu students in the northern part of the Presidency was again urged on the Government and they have obtained the sanction of the Secretary of State to the opening of a second teachers' college at Rajahmundry. The college is to be opened in July next and, to begin with, about 50 students will be admitted every year.

Paragraph 2 of letter 497, 7th May 1915. The number of additional teachers to be trained for employment in secondary schools for boys is according to statement No. 1, page 10 of current file, 326. The

enclosed to the Director's letter

6 NOTES TO G.O. No. , HOME (EDUCATION), APRIL 1918

Director considers that half this number, that is, 163, should be men holding collegiate trained teachers' certificates. It is not clear why so large a percentage is adopted.

Page 78 of Public Instruction Report, volume II (1915-16). From supplemental statistics No. 84 it appears that in secondary schools for boys there were, on the 31st March 1916, 879

masters holding collegiate trained teachers' certificates as against 1,548 teachers of the secondary grade. The proportion is thus roughly as 1 : 2. If this proportion is adopted the number of additional teachers of the collegiate grade to be trained will be $\frac{326}{3}$ or 109. It is true that the new training college to be opened at Rajahmundry will, to begin with, admit only 50 students; but there appears to be no reason why it should not be enlarged to the size of the Teachers' College at Saidapet so as to afford training for 100 students. If this is possible, it will not be necessary for some time to open an additional training college as proposed by the Director of Public Instruction.

10. The cost of an additional training college is estimated by the Director of Public Instruction as follows:—

Recurring.				RS.
Staff, establishment, contingencies, etc.	...	...	...	29,880
Stipends	...	...	...	22,005
Total				51,885

Non-recurring.
Buildings for the college and hostel ... 1,50,000
New buildings have yet to be provided for the teachers' college to be opened at Rajahmundry and the provision of such buildings will probably involve heavy outlay. Probably a lakh of rupees both for college buildings and for the hostel will be sufficient. The estimate under recurring charges however can considerably be reduced, if instead of opening a new teachers' college, the Rajahmundry college is enlarged to the extent needed. The Director may be asked to offer his remarks on these points and to submit revised estimates providing for what is absolutely necessary.

11. *Secondary Training Schools for Masters.*—Prior to 1911 there were besides the secondary department attached to the Teachers' College at Saidapet four training schools for the training of secondary teachers at Calicut, Coimbatore, Tanjore and Rajahmundry. For the reasons explained in paragraph 5 of letter No. 916, Educational, dated 22nd December 1911, this Government recommended that in lieu of these special institutions, six secondary training sections should be attached to some of the model high schools which it was then under contemplation to establish. The centres selected for the opening of such sections were Rajahmundry, Chittoor, Tiruvalur, Coimbatore, Palghat and Mangalore. The model high school scheme as at first submitted by this Government did not meet with the approval of the Secretary of State. Accordingly in G.O. No. 512, Educational, dated the 4th June 1913, the Government sanctioned revised arrangements for the training of secondary grade teachers and the opening of classes temporarily at the following centres:—

- | | |
|------------------|-----------------|
| (1) Rajahmundry. | (4) Coimbatore. |
| (2) Mangalore. | (5) Calicut. |
| (3) Saidapet. | (6) Tanjore. |

Recently in G.O. No. 611, Educational, dated the 2nd June 1916, the Government sanctioned the opening, as an experiment, of a secondary training class for Uriyas in the Government Training school at Berhampur. Besides the Government training institutions, there are two private aided institutions at Pasumalai and Palamcottah. The strength of the various institutions in the training and practising sections is given below:—

Page 41 of Public Instruction Report, volume II (1915-16).

Pages 39 to 42 of Public Instruction Report (volume II) for 1915-16.				Strength of the training section.	Strength of the practising section.
	Rajahmundry	Saidapet	Tanjore		
	...	...	...	64	352
	...	...	...	41	406
	...	...	...	33	(There is a common practising section both for secondary and elementary departments.)
	Pasumalai (aided)	...	...	24	166
	Palamcottah (aided)	...	...	22	278
	Coimbatore	...	...	29	...
	Calicut	...	...	32	95
	Mangalore	...	...	11	...
	Berhampur (Uriya) newly opened	...	...	...	(Figures not available).

When the modified scheme for the establishment of model high schools submitted to the Government of India with letter No. 537, Educational, dated the 16th May 1916, is sanctioned, the secondary training classes now at Saidapet, Calicut and Tanjore will be removed to Chittoor, Tellicherry and Tiruvalur respectively. The arrangement will secure larger institutions for practising purposes and will probably enable the Director of Public Instruction to admit a larger number of students for training than hitherto.

12. In paragraph 39 of their resolution printed on page 18 of G.O. No. 215, Educational, dated the 6th April 1904, the Government of India expressed the opinion that the period of training for students must be at least two years except in the case of graduates for whom one year's training was considered sufficient. Accordingly in paragraph 13 of this Government's letter No. 916, Educational, dated 22nd December 1911, it was recommended that the period of training in the case of secondary grade teachers should be extended from one to two years except in the case of those who have passed the F.A. or the Intermediate examination of the Madras University and who have taken the courses for one of these examinations in a college. It has, however, since been decided to defer giving effect to the proposal till the modified

G.O. 1110, 26th November 1913. scheme for the establishment of model high schools is sanctioned and introduced.

13. The Director of Public Instruction proposes the opening of four new secondary training sections with a view to train 160 additional teachers annually. Under rule 112 of the Madras Educational Rules the number under training in a department in each training school shall not exceed 40 except with the express sanction of the Director. The number of additional teachers of the collegiate and secondary grades to be trained annually is according to the Director's estimates 326. If, as suggested in paragraph 9 above, the proportion of teachers of the *collegiate* grade to be trained annually is taken at one-third of this number, the number of teachers of the

secondary grade for whom additional provision should be made is $\frac{2}{3} \times 326 = 218$. If the number of pupils in each training section is limited to 40, at least five additional training sections will have to be opened to meet the demand for trained teachers instead of the four suggested by the Director. As, however, pointed out above, it may be possible to admit a larger number of students in the existing training institutions when the modified scheme for the establishment of model schools is introduced. The Director may be asked to consider this aspect of the question and to report the minimum number of secondary training sections that would have to be newly opened to provide the additional number of teachers suggested by him.

14. The annual recurring cost according to the Director's estimate is as follows:—

Cost of four secondary training sections at Rs. 4,054 per annum ...	Rs. 16,216
Cost of stipends of 163 pupils ...	17,604
Total	33,820

These figures will have to be altered if any changes are made either in the number of institutions to be newly opened or in the number of students to be trained.

As regards non-recurring charges, the Director's estimate comes to four lakhs for four new institutions and the hostels to be attached thereto. It will however be seen from paragraph 4 of this Government's letter to India No. 537, Educational, dated the 16th May 1916, that the non-recurring expenditure on buildings and equipment is estimated only at Rs. 60,000 for four training sections. The cost of a building for a hostel may be roughly estimated at Rs. 20,000 and the charges for four hostels will come to about Rs. 80,000. Total expenditure will thus amount to Rs. 1,40,000. It is not clear why the Director estimates the non-recurring charges at four lakhs. Some detailed explanation appears to be necessary.

Elementary training schools for masters.

15. With the sanction of the Secretary of State the training schools for primary teachers in the Presidency were reorganized in 1907. The principal features

of the reorganization were—

(1) the extension of the course of training from one to two years as enjoined in paragraph 40 of the resolution of the Government of India printed on page 18 of G.O. No. 215, Educational, dated the 6th April 1904,

(2) the remodelling of the course of studies in the primary training schools so as to include general studies in addition to training in the art of teaching, and

(3) the provision of a cadre of teachers for the practising schools attached to the training schools.

Subsequently in 1911 this Government, in deference to the wishes of the Government of India, submitted a complete scheme for the reorganization of the lower secondary (now designated higher elementary) and primary training schools. Under this scheme it was proposed to replace fifteen lower secondary and eleven primary training schools by ten higher elementary and fourteen lower elementary training schools. (Each higher elementary training school now contains also a lower elementary department.) In submitting the scheme this Government definitely expressed themselves against the proposal made by the Government of India to concentrate the training of teachers in large institutions to minimize expense. They stated that "such an arrangement is not suited to this Presidency where

Paragraph 8, page 3 of letter *ibid.* owing to the attachment of the people to their own country side, the diversity of languages and the insuperable difficulty, in the face of the competition of aided schools, of securing a practising school large enough for the training of a large number of teachers in one place, diffusion within limits rather than concentration of the training of teachers would seem the right principle." The scheme received the sanction of the Secretary of State in August 1912 and orders introducing the scheme were issued in G.O. No. 1066, Educational, dated the 3rd December 1912.

Subsequently six lower elementary training schools, which, according to the

G.O. 1231, 4th November 1914.

reorganization, should have been abolished, were also retained permanently.

G.O. 117, 27th January 1917.

Recently one lower elementary training school has also been raised to the higher

elementary grade and temporary higher elementary classes have been added to lower

elementary training schools in other places. There are at present under Government management eleven permanent and four temporary higher elementary training schools in the Presidency, all having lower elementary classes also attached. There are also seventeen permanent and one temporary lower elementary schools. Besides, there were, on the 31st March 1916, sixteen higher elementary training schools under private or local board management, all but two of which had also lower elementary training classes. In addition to the teachers turned out by these training schools, the Government, in the years 1912 and 1913, sanctioned special temporary arrangements for training extra batches of teachers in the existing training schools in order to meet the large demand for trained elementary grade teachers—vide G.Os. Nos. 491, Educational, dated the 1st June 1912, 602, Educational, dated the 5th July 1912, and 759, Educational, dated the 15th August 1913.

16. According to the Director's estimate the number of additional teachers of the elementary grade that would have to be trained annually is 2,616. For the purpose of calculating the extra cost, one-half is assumed to be of the higher elementary grade and the other half of the lower elementary grade. The number of higher and lower elementary grade teachers under training during each of the last three years is given below:—

								Higher elementary.	Lower elementary.
1913-14	...	...	...	...	...	...	...	562	3,077
1914-15	...	...	...	...	...	...	...	1,031	2,737
1915-16	...	...	...	...	...	...	...	1,053	2,217

From the above it would appear that it will be sufficient if one-third of the total number of additional teachers is of the higher elementary grade and the remaining two-thirds of the lower elementary grade. Perhaps the Director of Public Instruction may be consulted on the point.

17. If the proposal to provide for an *equal* number of higher and lower elementary teachers is accepted, the number of schools having both higher and lower elementary classes that will be required is 33 (at the rate of 40 students in each department). The cost of staff and establishment for one such school is estimated at Rs. 7,548 per annum. This amount represents the present cost of one higher elementary training school with model school attached. The figure may therefore be accepted. The Director makes a provision of Rs. 660 for contingencies for each school. The total cost of each school therefore amounts to Rs. 8,208 or Rs. 8,200 roughly. The cost of 33 schools is therefore taken as Rs. 8,200 × 33 or Rs. 2,70,600. The recurring charges on account of stipends are estimated at Rs. 5,21,892. This estimate does

not however take into account the increased rate of stipends that will have to be paid to Muhammadans, Panchamas, etc.

If, however, it is decided that one-third of the additional number of teachers need alone be of the higher elementary grade, only 22 higher elementary and 22 lower elementary training schools will be required. In that case there will be appreciable reduction in establishment and other charges, and the cost on account of stipends paid to pupils will also be reduced. The Director of Public Instruction may be asked to offer his remarks on the above point. He may also be asked whether it is not possible to admit extra batches of pupils for training in existing institutions under suitable arrangements, thereby reducing materially the number of institutions to be newly opened. The feasibility of such a course however depends on the size of the practising schools available.

18. As pointed out above the period of training of elementary grade teachers was extended from one to two years in 1907, chiefly with a view to improve their general education. In paragraph 11 (v) of their resolution No. 301-Edn., dated the 21st February 1913, the Government of India expressed the view that the period of training should be two years in the case of those who have passed through only the upper primary course and one year in the case of those who have passed the middle vernacular examination. In their letter now received they raise the question of limiting the period of training to one year, chiefly with a view to reduce the cost of training, and ensure an adequate supply of trained teachers. The Director is opposed to the proposal on the ground that ill-trained teachers produce ill-taught boys some of whom become teachers and that the result would be a cumulative depression of educational standard. His view may be concurred in.

Page 28 of Madras Educational Rules. Under rule 111 of the Madras Educational Rules it is open to the Director

to shorten the period of training in special cases.

19. The outlay on buildings and hostels for 33 elementary training schools is estimated at 33 lakhs at the rate of one lakh per institution. In paragraph 8 of his letter No. 5128, dated the 25th November 1910, on page 17 of G.O. No. 424, Educational, dated the 1st July 1911, the Director estimated the cost of providing a building for a higher elementary school at about Rs. 50,000. The cost of a hostel will come to Rs. 20,000. Total cost Rs. 70,000. Thus the estimate of one lakh appears to be susceptible of reduction.

20. *Training College for Women.*—There is at present no separate training college for women in this Presidency. Lady graduates undergo training in the Teachers' College at Saidapet. The number of lady graduates who underwent training during the last five years is noted below:—

1911-12	...	...	...	...	...	...	...	...	3
1912-13	...	...	...	...	...	...	...	...	1
1913-14	...	...	...	...	...	...	...	...	3
1914-15	...	...	...	...	...	...	...	...	2
1915-16	...	...	...	...	...	...	...	...	3

According to the estimate framed by the Director of Public Instruction, the total number of additional trained teachers required annually for secondary schools for girls is 58. As in the case of boys' schools he considers that one-half of this number should be of the collegiate grade (L.Ts.) and the other half of the secondary grade. The number of collegiate and secondary grade teachers employed in girls' schools on the 31st March 1916 was 36 and 131 respectively, i.e., the number of collegiate trained teachers was one-fifth of the total.

Statement No. 84 on page 78 of volume II of Public Instruction Report (1915-16). The number of additional teachers of the collegiate grade required in future years is therefore eleven. It does not appear necessary to open a separate training college for women to provide for such a small number especially as the money available can be usefully spent in other directions. The cost of such a college is estimated at Rs. 29,880, but as no details are given it is not possible to judge as to the sufficiency or otherwise of the amount. In any case there seems to be no need to spend a lakh and a half on the construction of buildings at the outset.

21. *Secondary Training Schools for Mistresses.*—There were on the 31st March 1916 two Government and four aided institutions. The number of secondary grade teachers trained during the last three years was—

1913-14	...	...	...	...	...	...	...	...	50
1914-15	...	...	...	...	...	...	...	...	47
1915-16	...	...	...	...	...	...	...	...	88

According to the Director's statement No. I, the number of additional trained teachers required for employment annually in secondary schools for girls in future years is 58.

Of this a proportion (one-fifth) will be holders of collegiate trained teachers' certificates. Thus the number of teachers of the secondary grade required will be about 47. The Director of Public Instruction suggests the opening of a new secondary training school for mistresses at an extra cost of Rs. 7,600 per annum. If however additional pupils to the number required can be admitted for training in the existing institutions (Government and private) there will be no need to open an additional training school and the extra expenditure (both recurring and non-recurring) will considerably be minimized. The Director may perhaps be requested to offer his remarks on the above suggestion and also to furnish details relating to the figure 7,600 put down

in his estimate. It may be mentioned in this connection that the four lakhs grant recently sanctioned by the Government of India is intended primarily for male teachers.

Letter 302, 29th March 1917.

22. *Elementary Training Schools for Mistresses.*—On the 31st March 1916 there were six Government higher elementary training schools (having lower elementary training classes) and also two higher elementary training classes in the two secondary training schools for mistresses. Pages 43 and 44 of volume II of Public Instruction Report (for 1915-16).

There was also one separate lower elementary training school for mistresses under Government management. Besides these there were ten aided higher elementary training schools and four such classes in four aided secondary training schools. There were also seven lower elementary training classes in these aided schools. Thus on the whole there were twenty-two higher elementary and fourteen lower elementary training classes for female teachers in the Presidency. The Government have now under consideration a proposal to open a new higher elementary training school for mistresses at Cuddalore. The Director of Public Instruction estimates that, on an average, 646 additional teachers of the elementary grade would be required every year to meet the annual wastage of trained teachers and the demand on account of extension of elementary education. As in the case of male teachers the Director considers that one-half of the number of additional teachers should be of the higher elementary grade and the other half of the lower elementary grade. The number of teachers of the higher elementary grade under training on the 31st March 1916 was

484 while the number of elementary grade teachers was only 173. If the Director's estimate is adopted, the number of additional schools required is eight. Page 44 of volume II of Public Instruction Report (1915-16).

The cost on account of staff of a higher elementary training school for one year is taken as Rs. 6,000 or Rs. 500 per mensem. The average cost per mensem of the higher elementary training schools at Calicut and Rajahmundry is Rs. 580. No

Pages 7 and 9 of G.O. 679, 27th September 1911. details are given showing how the sum of Rs. 500 has been arrived at. Perhaps

training sections will be established in connection with existing elementary schools. The estimate may be allowed to stand. A sum of Rs. 2,000 is provided for contingencies. The total cost of eight schools for staff and contingencies amounts to Rs. 64,000 per annum. The cost on account of stipends for 646 teachers is Rs. 1,42,443 per annum. The Director of Public Instruction may be asked whether it is possible to admit additional pupils for training in existing institutions so as to reduce the number of new institutions to be opened.

23. The Government of India have made certain general observations for consideration in connection with the framing of the estimate for the improvement of the training of teachers. These are—

(1) whether in cases where the training supplied would not cover more than the number of new teachers required each year the number trained should include any of the existing teachers in preference to the supply of training to a certain number of new teachers;

(2) whether the present exigencies may not justify the adoption of a normal period of training amounting to a lesser period such as one year; and

(3) how far improvements and economies in the present system of training could be effected.

As regards the first of these points, the Director of Public Instruction points out

- Page 29 of Madras Educational Rules. that the order in which preference should be given in rule 115 of the Madras Educational Rules and that there is no reason to depart from it. The other two points are also sufficiently met in paragraphs 3 and 4 of the Director's letter and have been noted on in the previous paragraphs. His views may be concurred in.

24. *Pay of teachers.*—In the Educational Policy of 1913 the Government of India

Paragraph 11 (vi), page 6 of G.O. 394, 1st May 1913 recommended (1) that trained teachers in elementary schools 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;

(2) that in Government secondary schools 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 should be introduced.

Paragraph 22, page 8 of G.O. 394, 1st May 1913. The Government of India now desire that local Governments should take this opportunity of considering the progress made and of judging as to the adequacy of the measures hitherto taken for improving the remuneration of the teaching staff.

25. *Elementary schools.*—Prior to 1912 there were trained teachers in elementary schools on pay less than Rs. 10 per mensem. In G.O. No. 445, Educational, dated the 22nd May 1912, the Government approved the proposal to grant an allowance to all trained and approved teachers in schools under public management so as to raise their salary to Rs. 10 per mensem. The Government distributed a sum of

G.O. 1105, 11th December 1912.

Rs. 80,000 to district boards and municipalities to meet the extra expenditure. A similar sum has in the succeeding years been distributed to the local bodies towards this purpose.

In G.O. No. 320, Educational, dated the 24th March 1916, the Government have stated that untrained teachers in schools under public management may be given a minimum pay of Rs. 8.

As regards elementary schools under *private* management, it is submitted that, prior to 1913, article 15 of the Grant-in-Aid Code authorized the payment of grant at a uniform rate of Rs. 36 per annum to all teachers, whether trained or untrained. In 1913 the rule was modified so as to make this rate applicable only to untrained

G.O. 715, 5th August 1913.

teachers. The rate for trained teachers of the lower elementary grade was raised to Rs. 42 per annum and that for trained teachers of the higher elementary grade to Rs. 48 per annum.

With regard to elementary schools for girls the Government have in G.O. No. 1161, Home (Education), dated the 8th November 1916, allowed local bodies to pay Rs. 10 a month to untrained school mistresses. There was recently a proposal under consideration to raise the rate of pay of women teachers in all elementary

G.O. 1320, 8th December 1916.

schools to Rs. 12 per mensem. As the scheme was expected to cost about

Rs. 70,000 it was decided to postpone further consideration pending removal of the present financial restrictions.

26. *Secondary schools.*—There is at present no minimum rate of pay laid down

Page 3 of letter 537, 16th May 1916. by Government for teachers in secondary schools. In the model high school

scheme it was proposed to fix the minimum pay of teachers in Government secondary

schools at Rs. 25 a month. The maximum was fixed at Rs. 100 for assistants. But the Government of India have requested this Government to consider whether the minimum and maximum may not be fixed at Rs. 40 and Rs. 120, respectively. The Director of Public Instruction has in that connection suggested that they may be fixed at Rs. 30 and Rs. 125. This is separately under consideration.

As regards secondary schools under local bodies, the Government sanctioned in 1913 a subsidy of Rs. 94,325 for the improvement of the pay of the staffs employed in their institutions. The Director then stated that in arriving at this amount he calculated the cost of putting each of these institutions upon a footing somewhat similar to that proposed for the Government model high schools and that the grant proposed by him was approximately a moiety of the cost so calculated. Similar sums have been granted to local bodies in subsequent years to meet the cost of enhancement of the pay of teachers.

With regard to aided secondary schools it is submitted that in 1912 the Government of India made a recurring grant of Rs. 80,000 for the improvement of aided English secondary schools. The whole of this grant was distributed by the Director of Public Instruction for the improvement of the pay and prospects of teachers in such schools.

As regards pandits and munshis, the scales of pay of these in Government schools were revised in 1912. In 1915 the Government sanctioned a subsidy of Rs. 9,100 towards the raising of the pay of these pandits and munshis in schools under local bodies.

The Director of Public Instruction states that an increase to the pay of secondary school teachers is not one of such importance in this Presidency as it is in those parts of India where there is a well-developed system of Government high schools. He also observes that during the last ten years the emoluments attached to the teaching profession have risen very considerably, the pay which a trained graduate can command having nearly doubled during this period. The Government of India have sanctioned an annual recurring grant of four lakhs a portion of which to be utilized on the improvement of the pay of the teachers. The Director of Public Instruction has been asked to submit proposals for the utilization of the grant and on receipt of his recommendations, the question may be fully gone into.

27. In conclusion it is submitted that when the Director's estimates for additional facilities for training were framed, there was no indication that the Government of India would sanction recurring grants for the training and improvement of the pay of teachers. Now that they have sanctioned an annual grant of four lakhs for the purpose, and are likely to sanction additional grants if a well considered scheme is put before them, it appears desirable to examine the present position somewhat more closely and limit the demand for additional funds to a reasonable figure. It is submitted that the Director of Public Instruction may be requested to submit detailed proposals for the training of teachers somewhat on the lines of the scheme submitted by him

in 1910 and to state whether any and, if so, what improvements are needed in the pay of teachers in secondary and elementary schools. It appears unnecessary to take into consideration at present items of improvement which, though desirable, are not urgent and can conveniently be deferred for some years longer.

N.K.—4-4-17.
What is required by the Government of India is a rough basis, however inadequate, to regulate the future expansion of training institutions. Any attempt at a detailed elaboration of a scheme seems quite unnecessary especially without any information as to the amount of funds that could be made available for the purpose.

However, the rough estimate put forth by the Director of Public Instruction may be re-examined in the light of the detailed criticisms above and in view of the fact that an Imperial grant of four lakhs (recurring) has since been sanctioned, the major

portion of which is intended for training teachers. This grant may help us in putting in operation the first instalment of the expansion of training facilities contemplated by the Director of Public Instruction and consequently in determining the order of urgency of the several items in the programme.

3. Of the criticisms of the estimate, those relating to the method of calculation of wastage in paragraph 7 on page 3 supra seem to have some force. As the estimate may have to be submitted to the Government of India it may be better to formulate one open to less objection.

4. The other remarks fall under the two following heads:—

(a) the method of determining the proportion of the numbers of teachers employed in secondary and elementary schools, in the former case between those holding collegiate trained teachers' certificates and secondary grade certificates and in the latter between higher and lower elementary grade certificates,

(b) the larger use of existing training institutions and

(c) the comparatively heavier outlay proposed under non-recurring charges of the institutions newly to be opened.

5. In the case of the first of the above heads, the Director of Public Instruction's proposal to divide the number equally between the two classes does not seem to be based on the existing proportion, though the existing state of affairs has been taken as the basis in the other calculations in framing the programme.

6. The file may be sent to the Director of Public Instruction u.o.

C. RAMANUJA ACHARIYAR—14-4-17.

Director of Public Instruction (u.o.) for favour of remarks on the above note.

2. The Government of India also want suggestions for economies. I see none suggested. The suggestion made above to admit more pupils than 40 in a class is perhaps feasible.

3. I am afraid a programme with a recurring expenditure of 11 lakhs will receive scant attention. But if we send one, more modest, in excess of 4 lakhs even, there is a chance of the plan being sanctioned.

Can the Director of Public Instruction offer suggestions?

4. Will this be acceptable? Seeing it is impossible not to have trained teachers of the present type except in a minority, is it possible to evolve a lower kind of training? say for six months to one year and afterwards model lessons once a month by the Sub-Assistant Inspector at a taluk centre? Such lower trained men to get lower pay?

5. Secondary and collegiate trained teachers start on excellent pay. In the general departments people qualify for service at their own cost. Is the time come to discontinue Government stipends? The above of course are only my personal suggestions.

R. RAMACHANDRA RAO—18-4-17.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Paragraph 7.—(1) I think that all teachers trained may properly be taken into consideration even if they do not become certificated in the minimum time. Most do so eventually.

This correction will raise the cost as regards elementary teachers by Rs. 1,38,600 recurring and 17 lakhs non-recurring or if Rs. 80,000 per school is taken (page 15 below) Rs. 13,60,000.

2. (2) I have had two fresh tables prepared which I place in the file correcting this mistake by taking the number of elementary teachers who pass out of the training schools at half the number on the rolls on 31st March in any year.

I do not think I need say anything about the method of calculating wastage, since the results of the Secretariat's calculation and mine differ so little.

3. Paragraph 9.—I said that half the additional teachers for secondary schools ought to be L.Ts. because the proportion of this grade of teachers is so much lower in the high schools than it ought to be and because so many lower secondary schools have not as they should have under the rules L.T. headmasters. Bringing up the proportion to what it ought to be is perhaps not quite part of either replacing wastage or meeting expansion but the proper staffing of secondary schools is so important in the general interests of education that I hope my figure may be allowed to stand.

4. As regards the need for a third teachers' college I doubt if we could get 100 students at Rajahmundry. We have not got even 50 for next July. They must of course be Telugus. Another college is wanted in the south, say at Madura. I am considering whether an Arts aided college could open a L.T. class with assistance from the four lakhs, and this would be in the direction of economy, but I think that an additional college should go up as part of our programme. Since the idea is to provide by this college for 163 students—not all in it but distributed among three—I do not think the estimate is too high. Perhaps India might be told that the question of utilizing aided institutions for training purposes with consequent economy is under investigation—and this applies also to secondary training—I shall probably propose the opening of secondary training classes attached to selected high schools, aided and others.

5. Paragraph 13.—I have taken the additional number of secondary men to be trained as 163 as explained above. I do not think that more than 40 can be trained in one class. The number must bear some proportion to the model school available for practice. This must not be swamped with immature teachers. As regards non-recurring expenditure the Rs. 60,000 mentioned in paragraph 14 did not of course include hostels. At that time moreover I did not contemplate the training of anything like 40 students in a class, only 20 at most in fact. For 40 I reckon at a most moderate estimate class rooms with a floor space aggregating at least 1,500 sq. ft. would be necessary. I have no data for calculating the cost of this but I think it would exceed Rs. 15,000. Hostels would have to accommodate 80 students each (40 in each year). The cheapest hostel I have seen lately works out to over Rs. 700 per head which would give Rs. 2,24,000 for the four hostels with 80 students in each. Then there is of course equipment of every kind. Perhaps the four lakhs might be reduced to three.

6. Paragraph 15.—As regards the proportion of lower and higher elementary teachers I have been influenced by considerations of what ought to be and might be rather than what is. The trained lower elementary teacher is a makeshift and in time I hope we shall do without him altogether. Even since I made proposals for the reorganization of 1912 things have greatly changed. We could certainly get at least the proportion of higher elementary men I have mentioned and I do not think we ought to estimate for less.

7. Paragraph 19.—I do not think estimates framed in 1911 are very useful in 1917. I doubt whether the Rs. 33,00,000 is excessive. $33 \times 70,000$ would certainly be too low. Anything like accuracy is impossible. We could only approximate to it by consulting Public Works Department. It might perhaps be cut down to $33 \times 80,000 = 26,40,000$ but in practice I feel sure that this would prove an underestimate. Cost of equipment has to be considered.

8. Paragraph 20.—I have again estimated for what ought to be. We want a much larger proportion of trained graduate teachers in girls' schools. To build and equip a thoroughly good teachers' college for girls would, I think, cost a lakh and a half. I have certainly no intention of starting one at once. It may be possible to avoid it altogether by some system of apprenticeship for women graduate teachers in suitable institutions and by not requiring them to take the L.T. degree. This would of course be cheaper but I cannot even guess at the cost. As the lines of development of female education are so undetermined at present perhaps the Rs. 29,880 may stand with the remark that should it prove necessary to establish a teachers' college for girls a considerable non-recurring expenditure will be in addition necessary.

9. Paragraph 22.—I put the number of additional schools at eight because the policy of diffusion rather than concentration is particularly necessary in the case of girls who cannot be expected to go far from their homes for training.

10. I will now offer a few remarks on the more general aspect of the question of the amount of the estimate for training.

11. I confess that in framing it I did not try to keep it low. I did not suppose that India would be in a position to give at once what was asked. What I had in view was rather to show that any sums they were likely to provide for some years to come could advantageously be spent in developing our present system. The four lakhs I consider as an instalment and I do not think that India can think of it otherwise.

12. I think it should be pointed out to India that any estimate must be a very rough approximation. It is very difficult to calculate wastage and still more so expansion which I take it is more likely to be in a geometrical than an arithmetical progression.

13. I do not think we should get any real advantage by being satisfied with a lower type of training. What we have to combat in the elementary teachers is sheer ignorance and want of mental training. After two years in the training school the lower elementary men are good for something—not I fear much—the higher elementary men are much better—many of them better than the secondary men with a year's training. The two years for the secondary men are wanted to make them decent teachers of English for the lower classes in secondary schools. Better teaching in these classes is a crying need and I should like this point emphasised to India. It will appeal particularly to Sir Sankaran Nayar who wants English work extended as low down the schools as possible.

14. I am strongly against any sacrifice of efficiency to quantity in training. The trained teacher at present does something to leaven the lump or in another Biblical metaphor to salt it. We must see that the salt loses nothing of its savour.

15. I cannot even hold out prospect of economy in buildings. Life and work in decent hostels and class rooms are a training in themselves. They increase the teachers' self-respect and enhance the consideration in which they are held. This is the experience of centuries in Europe and is recognized fully in this Presidency where the demand for good educational buildings is universal.

16. I think the present stipends will have to be paid. Possibly they might be considered in whole or in part as an advance of pay and recovered from salary. This is a very difficult question and I doubt whether in practical working it would save anything to the State. The budding lawyer pays his own way because of the plums of the profession, so I suppose the doctor. If we did not give stipends I doubt if any but the worst qualified men would consent to be trained.

17. I doubt if we could admit more than 40 pupils in a class. The Teachers' College and most of the training schools are already too full in reference to the strength of their model schools. Perhaps India might be told that we are anxious to effect such economies as are compatible with the maintenance of efficiency and the reasons given why those suggested by them are impracticable.

18. I see on page 13 of the notes a reference to the scheme of 1910 which was sanctioned with modifications in 1912. I need not perhaps say that my estimate was not in the least intended to be a scheme to be sanctioned or not *en bloc*. Nor do I understand India to have contemplated anything of the kind. My proposals for the four lakhs will contain a scheme for immediate adoption.

19. Cannot India be told that the expansion of training institutions has been dealt with in this Presidency in anything but an unsystematic and haphazard manner.

J. H. STONE—13-5-17.

P.S.—The ultimate goal is the training of all teachers distant though it be. All well-educated countries, e.g., France, Switzerland, Germany, do it. With any money India can give us we can advance so many steps towards it. I see no use in any arbitrarily fixed intermediate point. Surely also the Local Government will when better times come be able to find more for training.

J.H.S.—13-5-17.

The Director of Public Instruction has submitted two revised statements—one relating to elementary schools for boys and the other for girls—showing the numbers of additional male and female teachers of the elementary grade who will have to be trained each year in the next quinquennium. These statements are intended to remove the mistake pointed out in paragraph 7 (2) on page 3 supra. The number of trained teachers who will be available for employment in each year is taken to be half the number undergoing training in elementary training schools. Calculating on this basis, the statement for boys' schools shows that 3,717 additional teachers of the elementary grade will have to be trained in each year of the ensuing quinquennium. This figure is arrived at by striking the average of the figures in column 9 of the statement. It is submitted that the average comes to 2,717 and not 3,717. The statement forwarded by the Director of Public Instruction calculating the cost of stipends and the number of additional training schools has taken for its basis this figure 3,717 and the entries therein are therefore incorrect. A revised statement is necessary. It is for orders whether the Director of Public Instruction may be requested to send a revised estimate.

2. In the statement relating to girls' elementary schools the number of additional teachers to be trained annually in the next quinquennium is put down as 940. According to the original estimate the number was 646. For arriving at the figure 940 the wastage in the number of trained teachers is taken as 12 per cent of the total number of such teachers. It is explained that the rate of wastage in the case of female teachers is taken as double that in the case of male teachers for the reasons given in paragraph 8 of office-note on page 3 supra. It is submitted that the suggestion in the office-note that wastage in the number of female teachers may be taken as double that of male teachers was intended to apply to the teachers of the secondary and collegiate grade and not to those of the elementary grade. Female teachers of the elementary grade are not likely to leave service after marriage, etc., as those of the other two grades as they may secure employment in their own place. It does not therefore seem to be safe to assume that in their case the wastage is double that of male teachers. If this is accepted, the Director of Public Instruction may be requested to furnish a revised statement, the wastage being calculated in some such manner as that adopted in the case of male teachers.

If it is not possible to adopt such a method of calculation, it will be sufficient if the wastage is taken to be 6 per cent.

3. The Government of India have suggested that the Local Government should consider how far it would be possible for this Government to act up to the estimate now being framed. On return of the file from the Director of Public Instruction, it may be sent to the Financial Department who may be requested to offer their remarks on the question whether any and, if so, what funds can be made available in the next five years for the opening of additional training schools.

S.K.—21-5-17.

N.K.—28-5-17.

C. RAMANUJA ACHARIAR—29-5-17.

Director of Public Instruction (u.o.) for favour of further remarks on the points noticed above.

R. RAMACHANDRA RAO—30-5-17.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I place revised statements below. Please see my postscript on page 16, which does scant justice to the Government of India's idea. This I now see is the complete substitution of untrained by trained teachers in the time necessary for the disappearance of the existing untrained teachers by death or retirement.

J. H. STONE—11-6-17.

HOME (EDUCATION) DEPARTMENT.

The cost (recurring and non-recurring) of the proposals made by the Director of Public Instruction for the training of additional teachers is shown in the subjoined statement :—

Grade of teachers.	Number of additional teachers to be trained every year.	Number of new institutions to be opened.	Recurring.			Non-recurring.	
			Cost of new institutions on staff, establishments and contingencies.	Stipends.	Total (col. 4 + col. 5).	Buildings for school and hostel for	Cost.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Masters.							
(i) Collegiate grade ..	163	1	Rs. 29,880	Rs. 22,005	Rs. 51,885	One teachers' college ...	1½
(ii) Secondary grade ..	153	4	16,215	17,504	33,820	Four secondary training sections.	3"
(iii) Higher elementary.	1,358	34†	2,78,800	5,41,842	8,20,642	Thirty-four higher elementary training schools.	34 or 27·2
(iv) Lower elementary.	1,358						
Mistresses.							
(v) Collegiate grade ..	29	1	29,880	5,220	35,100	One teachers' college ..	1½
(vi) Secondary grade ..	29	1	7,600	3,654	11,254	One secondary training school.	1½
(vii) Higher elementary.	343	9‡	72,000	1,51,484	2,23,484	Nine higher elementary training schools.	9 or 7·2
(viii) Lower elementary.	343						
Total ..	..	..	..	..	11,76,185	..	63 or 54·4

* In arriving at this figure the Director of Public Instruction has assumed that the course in secondary training schools lasts for two years. But in calculating stipends, etc., it is taken as one year. It will be sufficient if the non-recurring expenditure is taken as two lakhs for the four institutions.

† These will have both higher and lower elementary training classes.

‡ The Director of Public Instruction states that a considerable non-recurring expenditure will be incurred.

§ This is only a probable figure suggested by office.

2. Since the above notes were written, the Director of Public Instruction has submitted proposals for the utilization of the Imperial grant of four lakhs received in the current year. If those proposals are accepted, additional facilities will be provided for the training of the following numbers :—

Masters.							
							Number of additional teachers.
Collegiate grade ..	...	...	...	...	...	...	20
Secondary grade ..	...	...	...	...	...	...	175
Higher elementary grade ..	...	...	...	...	...	...	120
Lower do.	...	...	...	...	...	...	40

Besides, the Training College at Rajahmundry has been opened on the 2nd of this month and it will provide training for 50 students of the collegiate grade. Thus the number of new teachers for whom additional facilities should be provided is shown below :—

Masters.							
							Number of teachers.
Collegiate grade ..	...	...	...	...	...	...	93
Secondary grade ..	...	...	...	...	...	...	Nil.
Higher elementary grade ..	...	...	...	...	...	...	1,238
Lower do.	...	...	...	...	...	...	1,318

The Director of Public Instruction has also reserved a sum of Rs. 32,777 out of the four lakhs grant towards the improvement of the Government secondary schools for girls and for training schools for mistresses. He has stated that he would submit detailed proposals under these heads later on. It is only after the receipt of these proposals it will be possible to say what reduction can be made in the number of

mistresses for whom additional facilities for training should be provided. For present purposes it may be assumed that provision will be needed for all the number shown in the statement on page 18 above.

3. The cost of opening new institutions for the training of the number of teachers mentioned in paragraph 2 supra and of the additional mistresses required may be calculated as follows:—

Grade of teachers.	Number of additional teachers to be trained.	Number of new institutions to be opened.	Recurring.			Non-recurring.	
			Cost of new institutions on staff, establishments and contingencies.	Stipends.	Total.	Buildings for school and hostel for	Cost.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Masters.							
Collegiate grade ..	93	1	Rs. 29,880	Rs. 12,555	Rs. 42,435	One teachers' college ..	1½
Secondary grade ..	Nil.						
Higher elementary ..	1,238	31*	2,54,209	2,72,979	5,27,179	Thirty-one higher elementary training schools.	31 or 24 8
Lower do. ..	1,318†	2‡	6,872	2,35,263§	2,42,135	Two lower elementary training schools.	1
Mistresses.							
Collegiate grade ..	29	1	29,880	6,220	35,100	One teachers' college ..	..
Secondary grade ..	29	1	7,600	3,654	11,254	One secondary training school.	1
Higher elementary ..	343	9*	72,000	1,51,484	2,23,484	Nine higher elementary training schools.	9 or 7.2
Lower do. ..	343					Buildings and hostels for existing training schools.	15
Total ..	..	..	4,00,482	6,81,155	10,81,587	..	58 or 50

* The-o will have both higher and lower elementary training classes.
† Of these 1,318 lower elementary grade teachers, 1,238 will be trained in the 31 higher elementary training schools.
‡ For the remaining 80 teachers it is proposed to open two lower elementary training schools.
§ These will have only lower elementary training classes.
§ This is the cost of stipends for 1,318 teachers.

4. In the above statement the cost on account of staff and establishment for a secondary training school for mistresses is taken as Rs. 7,600. The cost of a secondary training section for masters is only Rs. 4,050. The estimate of Rs. 7,600 for the school for mistresses seems to be rather high but it may, it is submitted, be accepted.

In calculating the cost of a higher elementary training school for mistresses, provision is made for a sum of Rs. 2,000 for contingencies. This amount seems to be an overestimate but it may be allowed.

5. *Pay of teachers.*—In connection with the utilization of the Imperial grant of four lakhs, the Director of Public Instruction has proposed the raising of the pay of women teachers in elementary schools under public management from Rs. 10 to Rs. 12 per mensem and of male teachers in such schools from Rs. 10 to Rs. 11 per mensem. He has also proposed to enhance the teaching grants now paid to trained teachers in aided elementary schools so as to enable the managers to offer better pay to their teachers. A sum of Rs. 41,000 is also to be held in reserve to be distributed among aided secondary schools with a view to secure improvement in the pay and prospects of teachers. The Director of Public Instruction has not included in his estimates in

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20 NOTES TO G.O. No. , HOME (EDUCATION), APRIL 1918
the current file any additional expenditure under this head. In letter No. 45, dated the 10th January 1914, this Government accepted the proposal of the Government of India that the minimum pay of all trained teachers in elementary schools should be raised to Rs. 12 per mensem. For want of funds the Director has proposed the immediate raising of the pay to Rs. 11 only. The raising of the minimum to Rs. 12 will involve a further expenditure of Rs. 1,17,421. It is for consideration whether this sum may not be included in the estimates to be sent to the Government of India.

6. The file may, it is submitted, be sent to the Financial Department as suggested in paragraph 3 of office-note on page 17 supra.

S.K.—6-7-17.

N.K.—6-7-17.

C. RAMANUJA ACHARIYAR—7-7-17.

R. RAMACHANDRA RAO—9-7-17.

FINANCIAL DEPARTMENT.

The current letter from the Government of India (Department of Education) dated 30th August 1916, relates to (1) the expansion of training institutions for teachers, and (2) the provision of adequate pay for teachers.

2. The Government of India consider that a general standard should be adopted as representing the extent to which training should be supplied in the various provinces and that the lowest result which should be aimed at by local Governments is that the number of teachers (male and female) to be trained in each year should not be less than the number of new teachers whom it is necessary to provide in the year in order to take the place of teachers who have died or resigned or in order to meet the demands caused by the extension of education. The Government of India have accordingly asked for an estimate of the number of teachers thus required during the five years from 1917-18, and remark that local Governments "should consider how far they will be able to carry out the proposal."

The Government of India also desire that local Governments should take this opportunity of considering the progress made in regard to the provision of adequate pay for teachers and of judging as to the adequacy of the measures hitherto taken.

The Government of India conclude by saying that so long as the war lasts it will ordinarily not be possible to provide for any material increase of Provincial expenditure in the directions indicated.

The Government of India have since sanctioned a recurring Imperial grant of four lakhs per annum for the above purposes with effect from 1st April 1917 to this Presidency (the grant given to the Bengal Government is 9 lakhs—vide page 430 of *Gazette of India*, dated 17th March 1917).

4. Attention is solicited to the demi-official, dated 15th March 1917 (written from Delhi), from the Hon'ble Mr. Davidson, from which it will be seen that the Education Member of the Government of India is hopeful of helping Madras materially with Imperial grants, if, before October 1917, the Government of India are furnished with information as to (1) the progress already made by this Government with the programme for the improvement of the supply, position, and pay of trained teachers in general, (2) the further progress rendered possible by the new recurring Imperial grant of four lakhs per annum, and (3) the details of additional measures considered essential to place this feature of educational advancement on a thoroughly sound basis.

5. The Director of Public Instruction has since submitted proposals for the utilization of the recurring grant of four lakhs. According to these proposals, a sum of about 2.53 lakhs will be spent on improving the pay of teachers, and the balance, viz., 1.47 lakhs, on training, secondary schools for girls, etc.

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6. Home (Education) propose to furnish the Government of India with the following estimate representing the expenditure which will have to be incurred during the next five years, after excluding the expenditure from the recurring grant of four lakhs referred to above)—

	Recurring. per annum.	Non-recurring.
	LAKHS.	LAKHS.
Training institutions	11.76	
Expenditure which will be met from four lakhs Imperial grant etc.	— .94	About 58 or 50 lakhs.
	10.82	
Raising the minimum pay of teachers ...	1.17	
	11.99	58 or 50 lakhs.

The above figures do not take into account the cost of substituting trained teachers for existing untrained teachers; and if this is included, the cost will be prohibitive—vide paragraph 5 on page 2 ante and Director's note, dated 11th June 1917, on page 17 ante.

* Yes, if left to our own resources the advance cannot in the nature of things be very rapid. It must not be forgotten that the cost will be recurring and cannot be met from balances which are devoted mainly to non-recurring expenditure.

7. As remarked by the Director, "with any money India* can give us we can advance so many steps towards it."

the ultimate goal, viz the training of all teachers

L.E.K.—23-7-17.

With reference to paragraph 3 of Home Secretary's note, dated the 18th April 1917, that a programme with a recurring expenditure of eleven lakhs per annum will receive scant attention from the Government of India, it is respectfully submitted that, in cases like the present one, where the Government of India merely ask for

This is very true. The traditions of this Government for economy have stood them in bad stead. We have been sufferers through being moderate in our demands.

L.E.K.—23-7-17.

forecasts, it is desirable that the figures should represent, as far as possible, the maximum, and not the minimum, requirements, as any recurring grants which the Government of India will distribute among the various provinces will neces-

sarily be in proportion to the estimated requirements of the various provinces—cf. page 351 of the Government of India Financial Statement for 1911-12. By curtailing our forecast to minimum requirements, this Government run the risk of receiving only small recurring Imperial grants.

8. Taking the figures, calculated by Home (Education), it will be seen that they estimate the additional average annual recurring cost on account of training institutions at 11.76 lakhs as shown below:—

[Deducting from this figure, an expenditure of .94 lakh which will be incurred from the Imperial recurring grant of four lakhs, the additional average annual cost is calculated at 10.82 lakhs.]

	LAKHS.	
First year	9.24	Total additional cost for five years is 58.79 lakhs. Average annual cost (one-fifth) is 11.76 lakhs.
Second year	10.85	
Third "	11.64	
Fourth "	12.80	
Fifth " and subsequent years	14.26	

It will be seen that the cost is increasing year by year and that the annual cost in the fifth and succeeding years will be 14.26 lakhs. For our present purposes, this figure should be taken, instead of the average annual cost of 11.76 lakhs.

I think so.

L.E.K.—23-7-17.

9. Turning to the specific question raised by Home (Education) as to how far this Government will be able to allot from Provincial funds towards the opening of additional training schools, attention is solicited to—

- (1) G.O. No. 1012, Educational, dated 16th November 1912 (pages 24—27 and 31 of notes).
- (2) G.O. No. 53, Educational, dated 20th January 1913 (pages 5—8 of notes).

(3) G.O. No. 394, Educational, dated 1st May 1913 (page 2, paragraph 2 of India's Resolution No. 301, dated the 21st February 1913).

(4) G.O. Nos. 44-45, Educational, dated the 10th January 1914 (page 21 of notes).

Please see paragraph 16 of the Financial Honourable Member's memorandum presenting the Revised Financial Statement for 1917-18.

Since 1912-13, this Government are allotting from Provincial revenues a progressively increasing contribution of two lakhs for the expansion and improvement of elementary education. A portion of this progressive increment of two lakhs will thus be available for elementary training schools and for improving the pay of elementary school teachers. This increment of two lakhs is being continued, notwithstanding the urgent need for

We have gone beyond this, this year.

L.E.K.—23-7-17.

stringent economy. This Government are also providing for the introduction of new schemes in connection with education, collegiate and secondary, e.g., College for Women, Anantapur College, Rajahmundry Training College, etc—vide paragraphs 66-67 of Revised Financial Statement for 1917-18.

It is, however, impossible to foretell what could be set apart definitely every year in future from Provincial funds for these purposes, as this will depend every year upon the state of provincial revenues and upon the demands on them for the maintenance in a state of efficiency of the numerous services (of which education is only one) entrusted to the Local Government under the terms of the Provincial settlement.

10. Attention is solicited to Sir William Meyer's speech on 10th March 1917 in reply to Mr. Srinivasa Sastri's resolution regarding provision for the extension of elementary education, extracted below:—

(Page 438 of *Gazette of India*, dated 17th March 1917.)

"The Honourable Member (Mr. V. S. Srinivasa Sastri) spoke of the idea prevailing in some quarters that Provincial Governments should not be required to meet the expenditure on any expansion of education; that that was the business of the Government of India. I may say at once I cannot accept any such proposition. Education is a Provincial head; and one of the main objects of giving Provincial Governments sources of growing revenue is that they may satisfy legitimate demands for expansion in the departments under their control. Every now and then, when the Government of India have been prosperous, Provincial Governments have been given special assistance, and we hope to be prosperous again and to do the same. But we must not thereby be supposed to accept a definite liability for the extension of primary education as contrasted with improvement of existing schools. I say that this is a liability of Provincial Governments and all we can promise is to help those who help themselves."

Please see also Financial Honourable Member's notes, dated 27th June 1917, in the file regarding augmenting the resources of local bodies by relieving them of the charges on account of trunk roads.

11. For orders whether Home (Education) may be requested to inform the Government of India—

(1) that a progressively increasing annual allotment of two lakhs is being made from Provincial revenues for the expansion and improvement of elementary education; (page 31, paragraph 3, of Notes to G.O. No. 1012, Educational, dated 16th November 1912);

(2) that it is not possible now to state definitely what additional expenditure can be incurred from Provincial revenues in the next five years, on the two items connected with education referred to by the Government of India (page 8 of Notes to G.O. No. 53, Educational, dated 20th January 1913);

(3) that whenever Provincial revenues show a margin over Provincial expenditure after providing for the legitimate developments of the various departments assigned to this Government under the terms of the Provincial settlement, this Government will not hesitate to allot funds for the progress of education including the two items now indicated by the Government of India:

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69

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Clerk.

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Clerk.

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