

Law (192 /) Department.

(Concave)

SERIES.

Ordinary

G.O. No. 1402

DATED 23-8-21

[Despatch Abstract.]

Legislative Council---Resolution---committee on Primary and
secondary education--R e c o r d e d.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

L. & M. (iv) 9-500-4-3-21.

LEGISLATIVE COUNCIL OFFICE.

To be substituted for u.o note
already sent - re: Reslu-134

Resolutions on matters of General Public Interest.

SUBJECT.—No. 134

for the meeting of the Legislative

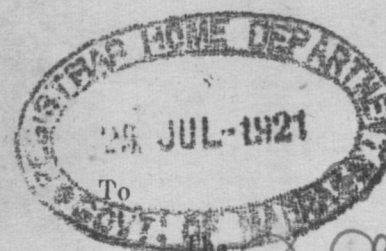
Council to be held on the 1st August 1921.

SUBMITTED that two copies of this Resolution may be forwarded to the
Law (Eda) Department with reference to Nos. (1) and (4) of the
rules regulating Secretariat procedure in dealing with these Resolutions in the
Legislative Council. The Resolution has been admitted.

23/7

L.D.S.
23/7/21

U.O. No. 1863-2 dated 24-7-21



San 35094
25-7-21

To Law (Eda) Department

RESOLUTION.

Mr. A. Ranganatha Mudaliyar.

(EDUCATION)
THE LAW / ~~CONSTITUTIONAL~~ DEPARTMENT.

134. That this Council recommends to the Government to appoint a representative committee to consider the various questions relating to ^{primary} and ^{secondary} education such as the ~~exam~~ curriculum and methods of teaching, moral and religious education, pay of teachers etc.

Law (Edn) Dept.

VLS.
Ag.

The Resolution asks for a committee to go into ~~the~~ questions connected with

- ① elementary education; &
- ② Secondary education.

219 ~~first~~ as regards elementary education, the ^{position} ~~subject~~ has completely changed with the passing of the Elementary Education Act which has entrusted the whole charge of elementary education to the Dist. Ed. Committee constituted for each district. Further it was only very recently that the Govt. constituted a committee to frame rules under the Act

which provide also for the subjects to be taught in elementary schools and these rules have been published & the definition of elementary education as per the Act.

Suggestions invited thereon. These suggestions are being received and will be examined in due course. There seems to be therefore no need for another Committee so far as elementary education is concerned.

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2 As regards ^{Education} Secondary the specific points raised in the resolution are (i) curriculum & methods of teaching (ii) moral and religious education (iii) Pay of teachers. ~~As~~ There is already the S. S. L. C. Board & a ~~advised~~ ~~regarding~~ ~~curriculum~~ ~~and~~ ~~the~~ ~~boards~~ ~~of~~ ~~education~~ in regard to the subjects to be taught in secondary ~~schools~~ ~~schools~~. The existing need of the

how to the introduction of vocational training. The S. of D. have themselves suggested a possibility of improving the present educational system. Rao Bahadur A. S. Desai has been repeatedly pressing on the attention of Govt. the desirability of opening vocational training classes. The Govt. have expressed their readiness to do it and the D. P. D. has been separately asked to send up definite proposals for the introduction of manual training in six different localities.

Pages 50-55 of
 40. 1293 (T)
 4-10-17
 40 931 (U)
 29.7.19

After careful consideration of the recommendations of a Committee appointed by Govt, ~~the~~ ^{the} total instruction has been introduced as a compulsory subject in the IV, V & VI forms of all Govt. &

Govt. No. 931 Ed. recognized Secondary Schools. The question of religious instruction ^{was} ~~is~~ fully gone into by a Committee appointed in 1912. It has been separately started ~~and~~ by the G. of D. ~~and~~ who ~~are~~ ^{are} ~~the~~ ^{the} imparting of ~~the~~ ^{such} instruction subject to certain restrictions. A Press Communique will shortly issue on the subject and interested bodies and individuals will have a chance of placing before Govt. their views. There thus remain only the ^{question of the} pay of teachers. It is obvious that for the solution of this

(File being submitted separately)

as conditions vary from district to district and the question of pay is mainly one of supply and demand & of availability of funds

^{central} Committee is the least fitted. There is no ~~subject~~ ^{subject} material ~~to~~ ^{of any} importance to go before a Committee. ~~the~~

The Resolution has accordingly to be opposed. The case may go to the D.P.D. w/o for remarks.

Ed. n w/o 3509/A-1
 27.7.21

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40. 1293 (T)
 4-10-17
 40 931 (U)
 29.7.19

40 49 (Z)
 19-1-12
 40 1293-94 (D)
 11-10-17

(-Sub. period etc)
 (Information Telling)

as conditions vary from district to district and the question of pay is mainly one of supply and demand & of availability of funds

1A/1026 of 11.1.17

27.7.21

NOTES.

Page 5

Office of the D.P.D.

U.O. Reply No

Matters relating to primary education should be considered by District Educational Councils.

Regarding curriculum^a and methods of teaching in secondary schools, vocational education has been receiving my attention for sometime and I circulated all Inspectors of schools on the subject before the issue of the recent Government Order which asks for proposals.

There is no necessity for the appointment of a committee to consider the pay of teachers. If a committee is appointed and Government on financial or other grounds ^{are not} pleased to accept its recommendations which will be certain to involve large additional expenditure, their action will, I believe, not receive much public support.

Done (Edn) Dept.

May be circulated to M₃ for orders as to who will take charge of the Resolⁿ & as to whether it should be discussed at a meeting of the Cabinet.

U.O. 396
30.7.21



Information to D.P.D.

Subd: below

28.7.21

30.7.21

30.7.21

Will the D.P.D. take

Charge of the Resolⁿ?

31.7.21

Mr. K. GOPALAKRISHNAYYA (for Mr. A. RANGANATHA MUDALIYAR):—"Sir, I beg leave to move this resolution—

'81. That this Council recommends to the Government to appoint a representative committee to consider the various questions relating to primary and secondary education such as the curriculum and methods of teaching, moral and religious education, pay of teachers, etc.'

The Hon'ble the PRESIDENT:—"Is it the pleasure of the House to allow the honourable member to move that resolution for Mr. A. Ranganatha Mudaliyar?"

The House assented.

Mr. K. GOPALAKRISHNAYYA:—"My object in moving this resolution, Sir, is this. I do not want to adduce any more ground than what have been stated in the previous resolution. I only wish to add that that resolution does not cover primary education. It is only with a view to request that primary education should also

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COMMITTEE ON PRIMARY AND SECONDARY EDUCATION

[Mr. K. Gopalakrishnayya]

[1st September 1921]

be taken into consideration by the committee that I move this resolution. Primary education should be within the scope of the proposed committee and the reasons therefor have all been very well stated in the motion made previously. As such I would request the Government to accept the resolution and I move it for the acceptance of the House."

The Hon'ble Rao Bahadur A. P. PATRO:—"Sir, there is a confusion in this resolution. The first part of the resolution relates to elementary education which, as my honourable friend very well knows, is now completely in the hands of the district educational councils.

The power is now vested completely in the district educational councils to adopt any curricula they like and any subject suitable to the local conditions and needs of the place. It is entirely in the hands of the local bodies to organize elementary education and to expand and determine all questions relating to it. Therefore it does not form part of secondary education and therefore the Government cannot interfere in such matters. Then again as regards secondary education, the remarks made by me in connexion with the other resolution would show that the question of secondary education would be gone into by the Committee. Therefore there is no need for a second committee to be appointed with regard to this matter."

Rao Bahadur T. BALAJI RAO NAYUDU:—"I beg to oppose this resolution for this reason, namely, that the Hon'ble the Minister for Education has stated that the whole management of primary education or elementary education is now vested in the district educational councils which were formed recently under the new Act. Therefore there is no necessity at all for any committee being appointed in respect of this matter."

Mr. T. C. SRINIVASA AYYANGAR:—"Sir, I am a little surprised at the way in which the Hon'ble the Minister for Education has dealt with this resolution. Primary education, secondary education and university education are not totally distinct entities altogether unconnected with each other. It may be that the control and finance of elementary education are vested in the district educational councils; but primary education is connected with secondary education and secondary education is in its turn connected with university education and in revising the system of education, we have to so shape the curricula of studies and other things connected with secondary education that it may have a connection with primary education on the one hand and with university education on the other. Therefore to bifurcate the resolution into two parts and to say that the Government have nothing to do with primary education and that the secondary education is covered by the other resolution is a kind of technical argument and I would very much like the Hon'ble the Minister for Education avoids those technicalities and deals with the substance of the resolution.

"I wish to make certain observations with reference to the resolution. The system of elementary education may be so adopted that it may lead the children of the artisan and other industrial classes, as soon as they complete their elementary education, to take to the particular pursuits with which their hereditary avocations may be related. Some others may join the secondary schools from there: so there must be an easy method by which the boys will be enabled to go from the primary schools to the secondary schools and from the secondary schools they must be in a position to proceed to higher educational course. Therefore the function of the committee which the Hon'ble the Minister announced would sit to examine the system of secondary and intermediate education is not altogether dissociated from primary education; they will have also to consider primary education

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[Mr. T. C. Srinivasa Ayyangar]

along with secondary education and the suggestions and the recommendations which they may make may be communicated to the district educational councils for their guidance. Secondary education would undoubtedly be within the scope of the committee proposed, but there are one or two matters connected with secondary education and referred to in this resolution but which were not definitely mentioned in the speech of the Hon'ble the Minister for Education as being within the scope of the said committee. For example, there is the curriculum and the method of teaching as also the pay of the teachers. Now as regards pay, the question of finance has to be considered. There has been sporadic attempts at improving vernacular teaching and at suggesting that more subjects are to be taught in the languages of the country and of the people so that the pupils may not have much strain in learning. Now there are various aspects connected with them."

The Hon'ble Rao Bahadur A. P. PATRO (*interrupting*):—"Sir, I am afraid there is a misconception by my honourable friend. The educational rules do not prohibit the teaching in vernaculars or adopting vernaculars as the media of instruction in the secondary schools."

Mr. T. C. SRINIVASA AYYANGAR (*continuing*):—"I am afraid the Hon'ble the Minister is somewhat premature. If he had only listened a little more to what I was going to say, he would not have interrupted me. With reference to vernacular instruction, no doubt it is open to school authorities or to teachers to give instruction in some subjects in vernaculars but the whole question is one which ought to be considered in all its aspects. We will have to get the right sort of men. There is the question of production of the necessary literature dealing with certain subjects in vernaculars. We know how the vernacular education is now conducted. Even in the best colleges, the pandits give instructions and go away without ever troubling themselves very much; for the principal or the other professors do not pay much attention whether the students follow the pandits' teaching or not. The pandits themselves say that whether they teach well or ill, there is neither appreciative nor destructive criticism. We will have to see what subjects are to be taught in vernaculars, what should be the qualification of teachers, how to attract the best men and what should be their pay. All these things are inter-dependent on one another. In the University Commission Report and in the despatches upon them, they laid stress on these features of the present educational system, so that the graduates who have had the benefit of the western system of education should in their turn communicate to their less fortunate countrymen in the vernaculars all the ideas which they gather from the western works. We should have vernacular books having more and more of the modern scientific ideas. What has been done till now in order to effectuate them? There are here and there isolated and disconnected suggestions and orders on the subject; but the whole thing will have to be co-ordinated. The qualification of proficiency in vernaculars in the graduates who are appointed as professors and teachers in colleges and schools should be insisted upon; it may be an additional qualification to them. An English professor who is quite ignorant of the literature in his language has got all prospects now; whereas the pandit, however high his qualification may be, has to start with 15 or 20 rupees and at the end of 35 years of service has to retire on Rs. 30 or Rs. 35. How is the vernacular to be improved? How is the vernacular to be utilized as a medium of instruction in primary schools or secondary schools or in University education? All these things will have to be considered as a whole. The best pandits will have to be attracted and the English-educated man with an adequate knowledge in the

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[Mr. S. Arpudaswami Udaiyar]

uniformity, let there be connexion as regards essentials and as regards accidentals, whether one language or another is to be the medium of instruction, as regards these things, they may be left to the district educational councils to be dealt with."

Diwan Bahadur L. A. GOVINDARAGHAVA AYYAR :—" Sir, it is with some hesitation I speak upon this resolution as I am not a teacher myself and as I cannot pretend to any expert knowledge of the questions that are contemplated in this resolution. It seems to me that perhaps the best course at present to be adopted by this House is to allow the mover to withdraw this resolution. My reason is this: we have now passed a resolution whose object is to go into the whole question of secondary education and for the committee to make its recommendation on it. If the question is asked as to whether in the work of the committee emphasis will be laid on primary education or secondary education, I for one, venture to think that it is the department of secondary education that requires close attention. There is a great deal of course to be said in favour of the argument of correlation of studies. But when we know what the secondary education is to aim at, then any committee that might be appointed for the purpose of considering primary education will be in a better position to think of formulating a scheme which will bring it into proper relation to the scheme of secondary education.

" In the very same way that we have now the Sadler Commission's Report and also the University Commission's Report for the purpose of helping the committee which is sitting on secondary education to formulate a scheme, I think the more desirable course will be that we have the recommendations of the committee on secondary education, before a committee on primary education is appointed and asked to report on it. In favour of the postponement of this question, there is also the other argument that it is just now that the district educational councils have been appointed being given a free hand for the spread and imparting of primary education. They will gain by their experience. They will get in touch more with local needs and local requirements with the result that the experience they will place at the disposal of any committee which will be appointed for the purpose of considering the questions relating to primary education will be very much larger by the time the committee on secondary education will formulate its proposals. Then I think you will have a much happier correlation between primary and secondary education and with greater chance of that correlation being permanent and useful. For these reasons, Sir, I venture to suggest to all those who want to support this resolution to either suggest or allow the withdrawal of this resolution."

The Rev. W. MESTON :—" Mr. President, I beg to oppose this resolution. The issue is clear. Provision is made for the consideration of secondary education by the appointment of the committee which has now been promised. What we wish is to see that committee at work and to hear the results of its labours as soon as they can be laid before this House. As regards primary education, the appointment of the district educational councils marks a large and important step in devolution. A considerable amount of work formerly done by the department in connexion with elementary schools is now in the hands of these bodies. They have been in existence only a few months. What we wish is to see these councils fully at work and when sufficient time has passed to learn the result of their experience. In these ways, and not by means of such a committee as is proposed, will the best interests of primary and secondary education be served. I trust, that, though much has been said, in the course of the speeches of honourable

[The Rev. W. Meston]

[1st September 1921]

members as to the value of correlation, the idea of uniformity will never be so employed in our educational system as to deprive us of the benefit of spontaneity and variety."

Diwan Bahadur M. KRISHNAN NAYAR :—"I am afraid that I must also oppose this resolution. In the resolution that has just been adopted by the Council, it has been decided to appoint a committee to consider mainly, if not solely, the question of secondary education. What is intended in this resolution is to have another committee which will also consider the question of secondary education along with other matters. If this resolution be adopted, the result will be this: that we shall have two committees sitting simultaneously, one considering mainly or solely the question of secondary education and the other also considering the question of secondary education with other matters. It is possible that, if two bodies are simultaneously considering the same matter, they may arrive at conclusions which cannot be reconciled with each other and the effect ultimately will be confusion. So that from the point of view of practical politics, I think it is quite inadvisable to have another committee in addition to the committee that has already been resolved upon.

"There is also another point which I wish to emphasise, and that is this. I am afraid that our faith in the potency of these committees has become a little too much. We want committees for the consideration of all matters whether important or unimportant. We do not know whether committees are proper bodies to consider all matters important or unimportant, but in any case my faith in the utility and usefulness of these committees is, though I also believe in committees, not so great as that of some of my Hon'ble friends."

Mr. K. GOPALAKRISHNAYYA :—"I still hold that even under the present Elementary Education Act, there are not ample powers to shape a uniform educational policy. No doubt it is in an experimental stage and the Elementary Education Act will have to be tested for some time. What I meant was that the scope or shaping of the policy of elementary education should also be vested in the self-same committee, but as I find it technically difficult to appoint another body, as is very well pointed out by some of the honourable members, it is not advisable I should think to appoint another committee to sit over and judge the policy of elementary education. I would therefore beg leave of the House to withdraw the resolution."

The resolution was by leave withdrawn.

was.

The file relating to the appointment of a Committee to report on Secondary Education is

dealt with separately. These
papers may be
'Recorded'

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Leve Council
- Resolution -
Committee on
Primary and
Secondary Education
- Recorded

NO 1402 5/23. 9-21

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