

Law (Education) (1925) Department.

Ord. SERIES.

G.O. No. 516

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[Despatch Abstract.]

Legislative Council

Motions on the Budget

Omission of provision for
manual training - Notes Recorded

BACK PAPERS.

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

FURTHER PAPERS.

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

47
Vocational Education

DEMAND XIX
Education (Transferred)
Rai Bahadur Sir K. Venkata Reddi Nayudu:
p. 134 926. To omit the allotment of Rs. 1,900 provided in p. 134 under Sl A (1) Government Art Colleges for two instructors and contingencies.
(Balghat + Tellicherry vocational classes)
L. & 451C
12/3/24

DEMAND XIX
Education (Transferred)
Rai Bahadur Sir K. Venkata Reddi Nayudu:
p. 137 478. To omit the allotment of Rs. 1900 for three instructors for engraving and wood carving.
(Teacher Colker)
L. & 1034B
12/3/24

DEMAND XIX
Education (Transferred)
Rai Bahadur Sir K. Venkata Reddi Nayudu:
p. 137 479. To reduce the allotment of Rs. 3870 for instructors etc. in manual training
(Teacher)
L. & 1035B
12/3/24

(This is a class of trained instructors. We have a general training class for vocational education.)

DEMAND XIX.
Education (Transferred)

L. En 1023B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu

p. 141. **487** To omit the allotment of Rs. 1260 for 3 instructors in manual training.

Prinivalur
Chittoor.

DEMAND XIX.
Education (Transferred)

L. En 1022B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:

p. 142. **489** To omit the allotment of Rs. 31900 for contingencies.

Total part
for contingencies
including vocational
training

DEMAND XIX
Education (Transferred)

L. En 1036B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:

p. 143. **493** To omit the allotment of Rs. 13,100 for grants for vocational and prevocational training.

Aided
secondary
schools

DEMAND XIX
Education (Transferred)

L. En 1037B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:

p. 143. **497** To omit the allotment of Rs. 9700 for grants to local bodies for vocational etc. training.

Secondary
schools under
local bodies

DEMAND XIX.
Education (Transferred)

L. En 1038B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:

p. 143. **504** To omit the allotment of Rs. 6400 for grants to local authorities towards the cost of vocational etc. training.

Secondary
schools
under local
bodies

DEMAND XIX
Education (Transferred)

L. En 1029B
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:-

p. 147. **506** To omit the allotment of Rs. 1500 for grants towards the cost of vocational etc. training by District Educational Councils.

Aided
secondary
schools

DEMAND XIX
Education (Transferred)

L. En 456C
17/3/24

Raj Bahadur Sir K. Venkata Reddi Nayudu:

p. 149. **512** To reduce the allotment of Rs. 473000 for masters by Rs. 2500

Training schools

3/49

4

DEPARTMENT XIX
Education (Transferred)

Pat Bahadur Sir M. Venkata Reddi Nayudu:

p. 150

513

Schools.

To omit the allotment of Rs. 3500 for contingencies of vocational etc. training.

L. 1028B
12/3/24

4/50/4

In the motions above Sir K.V. Reddi Nayudu propose that the provision made for the continuance of vocational training schemes in the next year's budget under the several heads should be deleted. Sir K.V. Reddi proposes the reduction of the provision made for the training of vocational ~~training~~ instructors in the Teachers' College, for the vocational classes in Government Secondary and Training schools, and for grants for such classes in secondary and elementary schools under the management of local bodies and ^{under} private ~~management~~ ^{management}. Thus, his motions are intended to do away entirely with the system of introducing vocational training ^{in ordinary schools} ~~along with general education~~ which Government have advocated for some time past.

2. Sir K. V. Reddi, when he was Minister, expressed the same view in connection with the examination of the report of the Technical Education Committee presided over by Mr. Couchman. In para 34 of ^{the Committee's} ~~its~~ report, it is stated as follows:---

"With regard to the question as to what extent
"industrial and technical education should be imparted
"in the ordinary schools for general education, we are
"unable to come to a unanimous decision. One section
"of the Committee agrees with the opinion of Mr. C. Rama-
"linga Reddi that technical and industrial instruction
"should be given in all ordinary schools and should be
"compulsory, whilst another section considers that it
"should be optional. A third section of the Committee
"which includes most of the officials considers that

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"apart from the type of school suggested as a separate
"trade school at Madras, the instruction provided in
"ordinary schools for general education should not aim
"at providing a definite training in any particular trade
"or industry. They recognise the great value of manual
"training in wood, metal, card-board or any other suit-
"able medium as a means of training the hands, eyes and
"brans of the pupils in ordinary schools, but consider
"beyond such manual training, the ordinary schools for
"general education should not attempt to impart any
"definite industrial training. This section of the
"committee are further of the opinion that there should
"be a distinct gap between manual training as a subject
"of ordinary education and industrial or vocational
"training with the aim of training a pupil for a defi-
"nite occupation. They consider that it is useless to
"attempt to train a pupil for a definite occupation on
"anything less than half-time lines, and that such half-
"time schools should cater only for weaving and similar
"reasonably easily acquired trades, whilst carpentry,
"blacksmithy, fitting, and more difficult trades,
"generally should be catered for only in full time indus-
"trial schools."

The Committee, however, passed by a majority of
8 against 5 the proposition of Mr. Arpudaswami Udayar
that it recognises the value of manual training and is
also of opinion that vocational and industrial training
might with advantage be included in the curriculum of
ordinary schools as optional subjects. Mr. Cotton,
the then Director of Industries, dissented very strongly
from this resolution and subsequently submitted a
separate note on the subject. His views were as
follows:---

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"It seems to me that in the case of intelligent boys
"with purely literary inclinations it is unfair to
"handicap them by requiring them to devote two hours
"out of each school day in learning a smattering of
"carpentry or blacksmithy or even weaving and the
"suggestion that such training will make them indus-
"trially minded is a very large assumption. As regards
"boys who have little or no aptitude for books and
"are not likely even if persevered with to get beyond
"the S.S.L.C. stage, I am all in favour of their apti-
"tude for industrial work being tested as early as
"possible but not in the manner proposed. They should
"be drafted into whole-time industrial schools and
"given an opportunity therein to show whether they
"have any bent for working with their hands. Where
"a boy has such a bent it is a positive unkindness
"to give him industrial education in such small doses
"as the vocational course postulates and the time lost
"may seriously prejudice him later on when he wishes
"to take up industrial work in earnest. I do not
"wish to stress the point about the diversion of money
"which ought to be spent by the Department of Industries
"to finance the schemes of well-meaning idealists
"who are trying to mix oil with water. Vocational
"classes involve a lot of expenditure on plant, materials and staff.
"An increase in the number of whole-time industrial
"schools in suitable centres is the more correct and
"a not more expensive way of tackling the problem."

When the Committee's report was referred to
this department for remarks, it was found that the
remarks of the official members of the Committee were
such as could not be accepted. The Hon. the Minister

Secretary

✓ 485
Secretary noted as follows:-

"This department certainly does not argue
"against the views of Development as to the necessity for
"more industrial schools. But even as a general educa-
"tionist, I think some form of ^{voca-} vocational training
"is now held to be a necessary part of general educa-
"tion. It is found on experience that a boy who is
"made to practise weaving does his 'science' better than
"one who has all along been taught on science alone.
"This is the sole justification for a mixed curriculum
"in the secondary classes. Nor do I admit that the cost
"of our vocational classes is high in any sense of the
"term."

"Vocational training is as much a part of general
"education as any other part thereof ~~e.g. For example~~
"mathematics is."

On this the Hon'ble the Minister noted as follows:-

"I agree. The 'technical' education in technical
"or professional schools begins where the vocational
"education ends, this is roughly putting the idea.
"Vocational education is absolutely necessary as part
"of the general education. In the technical or pro-
"fessional colleges or schools there is no general educa-
"tion, only professional education. Vocational educa-
"tion is part of general education and helps to create
"a technical bias in the students and prepares them for
"taking in the regular professional training. Voca-
"tional education is absolutely necessary on the lines
"we are now working."

Sir K.V. Reddi Nayudu in his note dated 10-10-23
remarked as follows on this subject.---

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"On this point, I am at one with Mr. Cotton, and with
"what is described in para 34 of the report of the
"Committee. I have always been of the opinion that
"only manual training should be given in the ordinary
"schools and that it is no use giving industrial and
"technical education spending a good deal of the money
"of the taxpayer on students who belong to the upper
"classes and who are not expected to make a beginning out
"of the industrial and technical education that they
"might receive in the ordinary schools. It is a matter
"of common knowledge that boys of the higher castes,
"though they may take to vocational education as a pas-
"time, would never go in for those professions. They
"would prefer to be a clerk on Rs.35 to serving as, say,
"a motor car driver on Rs.45, nor would any member of
"such communities ever care to be a carpenter or a
"blacksmith. I therefore ~~stink~~ think it is no use spend-
"ing large sums of money upon vocational instruction
"in the ordinary schools, as they are at present consti-
"tuted."

Sir Charles Todhunter has also expressed him-
self against the introduction of vocational training
in ordinary schools and no orders have been passed on
the Committee's report. It has been ^{suggested} ~~decided~~ that the
Special Officer who is to be appointed to go into the
question of educational finance should examine the
relative position of manual training, vocational train-
ing and industrial education.

It It may be noted here that the Committee presided
over by Mr. Venkatratnam Nayudu has by a majority

133
deprecated any idea of introducing purely vocational training in either the high schools or the middle school stage and has suggested that any training given in general educational institutions should be at best only pre-vocational in character and scope. Several members of the Committee who, however, ^{were} in a minority have dissented from this view and have expressed the opinion that the practical course to be taken as an integral part of secondary education should be more than "hand and eye training" and that it should aim at a tangible economical value by whatever name it might be called. The Committee's report is still under consideration, The remarks of Mr. Littlehailles being awaited.

4 In this connection, it is submitted that at the meeting of the Advisory Committee on education held on the 10th instant, the members of the committee expressed the opinion that it is most essential that the present form of pre-vocational education should be continued and developed on a large scale in secondary and higher elementary schools and any reduction in effort will severely retard the progress in education. The Committee considered that their practical experience was that parents required this form of practical instruction for their boys.

5. In attacking the policy of introducing vocational training in ordinary schools, Sir K.V. Reddi and ~~others~~ others seem to be under the impression that what is taught under the name of vocational training is regular industrial and technical education intended to turn out skilled workmen. This is not the case. Even Sir K.V.Reddi agrees that some form of manual (practical) training is useful in ordinary schools. This in fact is what is being introduced by Government ^{at present} ~~in the form of vocational training~~. In the early stages of the boy's career (in

para 6. up to
of Govt 239
14.2.23 (B)

P. 49 of (B)

shp (P)

Please see the Government
bulletin for info.

56 10 8
lower elementary schools) practical instruction such as cardboard work, clay modelling, drawing etc, is given. In the later stages, i.e, in higher ^{and secondary} elementary schools, practical instruction in such subjects as wood work, weaving etc, is being introduced with a view not only to teach the pupil to think clearly and work accurately through the discipline of the hand and the eye, but also to awaken an interest and to create a bias, if possible, in practical occupations. When such learning becomes pronounced, the pupil will proceed to regular industrial schools instead of pursuing as hitherto a literary course. Even when the pupil pursues a literary or cultural course, a modicum of practical training will not be a needless appendage. It will sharpen the intellect and enable them to apply their book knowledge to the practical difficulties, whatever walk of life they may pursue.

For the sake of convenience, the training given in the lower stages or in elementary schools is being styled 'manual training', while that in higher stages or secondary schools 'vocational training'. As pointed out above, the latter is not a training which fits a pupil for a vocation as is understood by Sir K.V.Reddi, but only an intermediate stage between the lowest form of manual training and regular industrial education. It may more appropriately be called 'pre-vocational'. This intermediate stage of education is necessary and serves a useful purpose.

• The necessity for practical instruction along with general curriculum has long been recognised in England and other countries though latterly there appears to be a tendency in secondary schools in those countries to confine education to the cultural side.

P. 5 of Mr. Bennett's
bulletin (put up)

57 #
England is an industrially advanced country and the pupils there should ^{have} naturally an inclination for training in trades. The conditions in India are entirely different. It has been a standing cry in this country that the education imparted in schools is too literary and turns out only clerks--a tendency which Sir K.V. Reddi himself deplures. It is to combat this very tendency that opportunities are provided by this department to find out whether a pupil has got a taste for practical occupations. An industrial atmosphere should first be created in India and these small steps in the initial stages of a future citizen's training are essential to reach the ideal.. This will also serve the purpose of filling the present industrial schools with better class of material who have had the advantage of a good grounding in general education *and of improving widens cottage industries.*

It may be mentioned here that Mr. Richey in his latest Quinquennial Review of Education in India speaks in appreciatory terms about the practical training that is being introduced in Madras schools. He says,---
This is not to say that there is no room for improvement in the secondary school course. On the contrary, improvements are constantly being introduced. The course has been widened, for example, by the introduction of such practical subjects as hygiene and manual training, considerable progress in which is reported from the United Provinces, the Punjab and Madras, while science is much better taught than ~~pr~~ formerly. * *
Practical subjects, such as, wood work and weaving have been introduced into the higher elementary or (middle classes) of some vernacular schools in Madras. These subjects are taught with an educational rather than a vocational aim.

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"But if technical education as such cannot successfully be introduced into the high school, and the Carnegie Foundation has recently issued a damning criticism of the so-called vocational training in the United States of America, still there is no reason why the subjects which a boy learns at school should not bear a closer relation to his future life."

In this connection it will be interesting to note that Committees appointed in the Central Provinces and ~~Bihar and Orissa~~ ^{Berar} recently to consider the question of vocational training have laid stress on the desirability of imparting some form of practical instruction in ordinary elementary and secondary schools. The Central Provinces report says,--

"We distinguish sharply between vocational training (meaning specialised training designed to make a pupil efficient in some specific industry, craft or other occupation) and pre-vocational training. Pre-vocational training is a part of general education and merely gives a definite bias in one or more directions to a pupil's education and thus prepares him indirectly for a particular occupation. * *

"We consider that in the primary stage such education should consist mainly of instruction in the three R's, attention, however, being paid to such subjects as handwork, and drawing. * *

"We hold that, generally speaking, ordinary, middle and high schools should not provide vocational training (as defined above) but should confine themselves to the imparting of general education with a prevocational bias."

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The Committee appointed by the Bihar and Orissa Govern-
ment observes as follows:-

P.7 70
"It appears to be clear that too much stress is
"laid on literary education in all classes of schools
"and that as a rule sufficient attention is not given to
"other aspects of the pupil's training. More provision
"is required for subjects particularly those involving
"manual work which develop the general intelligence of the
"child and accustom him to deal with practical problems.
"One important reason for introducing vocational and
"semi-vocational teaching into schools is the urgent
"need for attracting youngmen of the educated classes
"to trade and industry as a means of livelihood. The
"stress hitherto laid on literary education is partly
"responsible for the tendency among the educated classes
"to seek clerical and professional careers which soon
"become overcrowded. Subjects should therefore be
"introduced into schools which will give a trade or
"industrial bias to the boy's education and attract him
"to other forms of occupation. Several useful vocational
"subjects have already been mentioned. For many schools
"the best way of attaining the object in view will be
"by giving a practical training in one or more trades or
"more small industries such as weaving, carpentry,
"blacksmithy etc. School gardening and agriculture
"are very important. If practical training of the kind
"suggested is properly given it will create in the pupil
"a taste for manual work when he is young and do much
"to improve his character generally. Further it will
"help to discover the boy whose abilities are practical
"rather than literary and give him an opportunity and of
"developing on the right lines and prepare him for some

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"occupation really suited to his taste and capacity.

Thus it will be seen that there is a preponderance
of opinion both in this country and abroad for the
introduction of some form of pre-vocational training
in ordinary elementary and secondary schools.

800
18.3.24

CR
15.3.24

The above note furnishes sufficient
power + shd for reply. But I consider
at the same time we change the name
"Vocational" into "manual work"
Even in secondary schools. This
must disarm all criticism

15/3/24

Mr. D. M. M.



Classified list of institutions in which vocational
training has been introduced.

Colleges.		S E C O N D A R Y			T r a i n i n g			Elementary	
Govt.	others	Govt.	Aided	Bd. & Munl.	Govt.	Aided	Bd. & Munl.	Aided	Board & Municipal
4	..	2	14	17	24	1	..	6	7

15
Uncorrected
Proof

Rai Bahadur Sir K. VENKATAREDDI NAYUDU :—"Mr. President, I beg to move—

'89. That the allotment of Rs. 1,980 for three instructors for engraving and wood-carving be omitted.'

"Hon. Members will notice that in my name stand a series of questions connected with this subject. All have reference to a system of vocational education which was introduced about two years ago. In moving this motion I wish to make it clear to the House that I do not intend to question the policy of the Ministry. Let it be taken as a friendly motion intended for the purpose of diverting this fund which is now employed in this vocational education to better purpose.

"What is called vocational education is not vocational education at all. We have neither manual education nor vocational education.

4-30 p.m. I do not know whether the department has kept in view the distinction between manual education and vocational education. What we find is that from the lowest classes to the school final the students are asked to devote a few hours during which they are given some materials and they are asked to work with them. The hon. the Minister is a greater authority and I hope he will correct me if I am wrong. Manual instruction has always been understood to be given with a view to create notions about human toil, to create the interest in pupils in what is known as the dignity of labour, to give an idea of shape, of size, of volume, of time so that their own education as they advance in years might have some clear conceptions about these things. For that I have no objection. But what do we find now? We find that the classes are filled with people of the higher class—I hope the members of the depressed classes will allow me to express my views in that way. Those who have studied up to the school final class are expected to take to higher education in the first place. In the second place, if they do not go beyond that stage, they would prefer to be, perhaps, clerks or constables instead of being artisans, or smiths or carpenters. Now I say that this sum of Rs. 1,20,000—hon. Members will notice that the total comes up to Rs. 1,20,000—is thrown away on boys who are not expected to make use or utilize their education in the shape of manual training. I say that this money is ill-spent. Some money is said to be given to local bodies. I have absolutely no objection for money being given to local bodies for the purpose of vocational education provided it is purely for vocational education. Vocational education, as I understand, is education intended to instruct these boys in some mechanical work which would enable them to earn their livelihood the moment they leave the school. Let us consider whether the education given serves this purpose. I have absolutely no objection for the hon. Member utilizing it for local bodies for the purpose of enabling them to start vocational schools. My objection is that these vocational classes attached to the real classes as they are called in Europe are not serving any purpose. Even in England, America, Australia and Canada, if I am not mistaken, what is known as technical or industrial education is given apart from the manual education which is given in the early classes and which is intended to train the hand. So far as the industrial, mechanical or what is called vocational education is concerned, this is not the system employed there. It is true in England that this system has been in vogue for some time. But the latest information even in England is that this system has failed and must be changed. With your permission, I would draw the attention of the House to an article in the *Madras Mail* of the 13th November 1923. This is what appears there :

'Government vocational training should be carried out in the business house rather than in the school. The school should not undertake vocational training.'

26th March 1924] [Sir K. Venkatarreddi Nayudu]

"These remarks are made in the course of an address by Mr. Magpie who after University education has risen to the position of manager. Well, Sir, it will be noticed that even in England this system of vocational education is subordinate to the general education so long as it is given in the ordinary course. That education ought not to be given in schools. My contention is that vocational education could only be given in a workshop. I do not object to vocational education at all. My point is that it must not be given in schools because it serves no purpose. It spoils the general education because some hours due to general education are being devoted to this. If separate schools are opened for this even in these schools I do not want that general education should not be given, because general education will enable the students to know what they are doing. But in case the spirit of the workshop is to be maintained, in that case general education will have to be subordinated to this mechanical or vocational education. That is the principle on which I wish to urge this motion, Sir. I do not know what the hon. Minister is going to answer. I should like to see whether he will appreciate the remarks that I have made. They are made in a friendly spirit, not to cut away from his budget but to get the system which is at present adopted changed and to see that the money is utilized for the proper purpose and not for the purpose for which it is being used."

Mr. S. ARPUDASWAMI UDAYAR :—"Mr. President, Sir, from the remarks which have fallen from my hon. Friend Sir K. Venkata Reddi—who is certainly an authority on technical and industrial subjects and one to whose experience I must bow—I see there is some misconception with regard to the meaning to be attached to vocational education or vocational courses. The word 'manual training' that was used by my hon. Friend is certainly the term used with regard to vocational courses in the elementary schools and the lower forms of incomplete secondary schools or secondary schools. But in the higher forms of secondary schools this word 'manual training' is dropped and another terminology is adopted, viz., practical training or vocational training. It might be that some prefer another terminology, pre-vocational training or simply practical training and that vocational courses which have been introduced into some schools are exactly practical courses. I think it will be admitted by the hon. Members of this House that it is possible to give a practical bend to courses even in the college classes. The object of introducing vocational courses is to test, to discover the latent capacity or power and to see whether the pupil has this stuff."

Mr. C. RAMALINGA REDDI :—"May I ask my hon. Friend whether we have to understand that there is no difference whatsoever between manual training in the lower classes and vocational instruction? And the problem has arisen by calling the same thing by two different names?"

Mr. S. ARPUDASWAMI UDAYAR :—"I understand what my hon. Friend means by drawing the distinction between the two. Clay modelling and such other things are done in the lower forms while woodwork, engraving and things like that are introduced in the higher forms of secondary schools. There is certainly a difference realising the greater attention paid to exact working or accuracy and the greater demand on the powers. The fundamental and essential object is to give a certain bend, a direction and also to discover the fitness of the pupil later on to pursue certain distinct vocations or callings. So I take vocational to mean a kind of test to discover the awakening of interest in the pupil and a test to find out how far the pupil is inclined for that practical training which people find in regular technical schools. I do not mean to say that this vocational course can ever take the place of real technical studies. Certainly nobody will say that a pupil devoting himself two or three hours a week for carpentry will be proficient in it. But by some kind of handiwork such as engraving you find a sort of bend given to his taste and later on when he attends a regular industrial class he may develop this taste and profitably pursue or follow a specific craft or industry. That has been the object of the department and I think with regard to this interest that there exists for giving a practical course or direction to the activities of the pupil there is substantial agreement between my hon. Friend and the department."

Rai Bahadur Sir, K. VENKATAREDDI NAYUDU :—"I will be glad if the hon. Member explains it fully."

Mr. S. ARPUDASWAMI UDAYAR :—"My explanation, Sir, is that vocational courses are not really technical courses or vocational courses."

Rai Bahadur Sir K. VENKATAREDDI NAYUDU :—"Nor industrial."

Mr. S. ARPUDASWAMI UDAYAR :—"Vocational serves as a test. They create a taste in the pupil so that later on when he is unable to pass an examination or when he sees that he is not cut out for higher university courses he

[Mr. S. Arpudaswami Udayar] [26th March 1924]

can profitably join a technical school or even if he does not intend joining a technical school he will not be worse for having this kind of practical training. He will certainly take greater interest in practical life and he will view with greater interest all those practical aspects of his work and career and he will certainly be a more practical man."

Mr. S. SATYAMURTI :—" May I know, Sir, what is the object according to the department, if my hon. Friend is speaking for the department, of vocational education? Is it to form a test for separating the sheep from the goats or partly to train all sheep and every goat in the direction of vocational training?"

Mr. C. RAMALINGA REDDI :—" May I also know, Sir, whether we cannot have some concrete illustrations of the actual vocational training. We have been too much in the region of the abstract. We had better come down from the region of the clouds to the earth."

Mr. S. ARPUDASWAMI UDAYAR :—" Two points have been raised by my hon. Friends Mr. Satyamurti and Mr. Ramalinga Reddi. The hon. Member for the University asked me whether the object of introducing vocational subjects or vocational course is to separate the sheep from the goats, i.e., students who are not fit for University course or who are not eager to pursue pure literary academic course from those who have the taste for some specific art or industry."

Mr. S. SATYAMURTI :—" We want to know, Sir, whether any machinery has been set up for testing at the end of a particular course in order to find out the sheep from the goats."

Mr. S. ARPUDASWAMI UDAYAR :—" That is surely the object of the endeavours of my hon. Friend the Member for the University in the Academic Council and he will certainly do his very best to bring into existence that machinery. I was also a member of that Committee."

Mr. S. SATYAMURTI :—" May I remind the hon. Member that the University as at present constituted has nothing to do with secondary course. I am sorry he is mistaken. I can do nothing, but he and his master can do a good deal."

Mr. S. ARPUDASWAMI UDAYAR :—" It is true that we cannot do a great deal in secondary courses. If I understood my hon. Friend 4-45 p.m. Mr. Ramalinga Reddi and other hon. Members who have sat with me in certain committees rightly I take it that the University authorities also were asked to consider the advisability of giving a practical bent to University studies. I think some recommendations were actually made by the Syndicate and my hon. Friend Mr. Satyamurti should be in a better position than others to enlighten us on the subject."

"As regards the question raised by my hon. Friends sitting in the opposite benches as to whether anything has actually been done to test the fitness of the pupil, I can only say that in the few schools where some kind of wood work or engraving or certain kind of drawing has been introduced, one must have been struck with admiration at the kind of taste developed by the students and the perfection also reached by them as would appear from the exhibition made of articles especially at Tanjore. So from what has been done I think it is reasonable for Members of this House to expect a great deal to follow from the introduction of this course, provided proper encouragement and expert advice are given to the pupils so that there may not be any waste of time, money or labour."

"As one of my hon. Friends remarked, we are in an experimental stage, and it may be that some blunders are made here and there. But this fact has to be distinctly borne in mind—and I think hon. Members will admit it—that the time has come when a large number of students attending secondary schools should be encouraged to pursue a course in certain specific crafts or industries which would enable them to earn their livelihood. The cry is that we must have a kind of industrial atmosphere created, and it will not do for all to follow a purely academic or literary course. If we do that we shall be landing ourselves in that terrible situation, namely, that we have hundreds of thousands of young men who find it very difficult to earn their livelihood. Unless we follow the recommendations of the Calcutta University Commission Report and unless we do something on the lines of what is being done in Central Provinces and in other parts of India, the securing of employment for our young men is out of question."

The hon. the PRESIDENT :—" The hon. the Minister for Education may like to take part in the debate. The House has got only a limited time at their disposal."

26th March 1924]

Rao Bahadur A. S. KRISHNA RAO PANTULU :—" I believe there has been unfortunately some misconception regarding the scope of vocational training which has been started in various schools in this Presidency. It would be better if this House were to know first as to what has been and is being done in the name of vocational training in the various schools in this Presidency, and then if suggestions are made either for improving the vocational training or for closing the vocational classes, it will be time enough to consider those suggestions. Sir, this is merely an experiment started on the advice of hon. Members of this House and it is unfortunate that we are asked to abandon it just after one or two years of its commencement. It is this House that are made various suggestions in connexion with the scheme of having vocational classes in schools and pressed upon the attention of the Government the desirability of introducing such classes. It was at the instance of hon. members of this House and others interested in this question that various grants were made to local bodies for starting vocational classes and they were actually started and are now in a working condition. Sir, I do not wish to enter into an academic discussion as to what is the definition of vocational training or manual instruction. As a matter of fact, it would be better to understand that it forms part of the secular instruction that is being given in schools. I can speak from personal knowledge that so far as the five or six Secondary schools of the Nellore District Board are concerned all of them have got vocational classes attached to them. In most of the Muhammadan secondary schools in Nellore, instruction is imparted in carpentry work. If members of this House want to condemn the nature of the work that is being done in vocational training classes, it is better that they go and inspect these schools in which such classes are working, and if they are not satisfied with their work it will be proper for them to condemn it. It is only for the last one year or so that these schools have been imparting instruction in vocational training, and I want to take this opportunity of convincing the House as to the quality of work that is being turned out by these institutions in so short a time. I got an exhibition held of the articles made in various schools in one central place so that all those who are interested might come and see the exhibition and be satisfied with the quality of work that is being done by these institutions. The articles produced by the Weaving and Carpentry section were quite excellent and their prices compared very favourably with the market value for those articles, and the work so far has been quite satisfactory."

"My hon. Friend, Mr. Yahiya Ali, will bear me out when I say that the work turned out in the Muhammadan schools in Nellore is quite satisfactory. Under these circumstances I ask whether it is desirable that we should scrape off all these classes. The hon. the Mover urged several objections and the first of them was that many of the students in the secondary schools are likely to take to higher education and secondly that in some of these cases, probably the imparting of vocational training might interfere with their general education. These are his two main objections and they deserve to be considered carefully. I may inform the House that there is not so much scope for a large number of pupils from secondary schools taking to higher education, as there was before. Let it be remembered that it is only a small percentage of those who are receiving education in secondary schools that go to college classes. Let it also be remembered that the question of unemployment has assumed so serious a proportion that one hesitates before one takes to higher education."

Rai Bahadur Sir K. VENKATAREDDI NAYUDU :—" The hon. Member has not taken into consideration the fourth objection that the training that is now given does not serve the purpose, viz., that they should be able to earn their livelihood. If that cannot be done the money spent is a mere waste."

Rao Bahadur A. S. KRISHNA RAO PANTULU :—" I shall answer that objection. What I wish to point out is this: if you are satisfied that only a small number of students in secondary schools are benefited by higher education, if you are satisfied that many of them are rotting as mere clerks and teachers and that the struggle for appointments is very serious and that there is cry everywhere for retrenchment, I ask, is it not desirable that they should have some vocational training such as carpentry or weaving. If pupils take to carpentry or weaving they will think in their after-life that it is one of the means for them to earn their livelihood. At any rate persons who cannot rise to higher position in life or persons who cannot take to distinguished professions, such as Law or Medicine, will take up this work. I may say in this connexion that my hon. Friend forgets the fact that in making selection of pupils for vocational classes some distinction is made. It is not all pupils that are being trained in these classes. It is impossible in the very nature of things to do so. In some places there will be only one or two rooms and it is not possible for any

[Mr. A. S. Krishna Rao Pantulu] [26th March 1924]

institution to train all students at one time. We have to train them in batches. There is also this fact, namely, that in selecting pupils for vocational training persons who have got an aptitude for learning those arts only are selected. A school consisting of 200 or 300 pupils cannot impart training to all of them. Sir, I do not really see why any objection can possibly lie for a continuance of this system. I think it will be a suicidal step for this House to take if they support the cutting down of this grant. The experiment has been in operation hardly for some months and in some cases about a year or so and all these schools have been started with the full concurrence of this House and to say that all of them should be closed down without giving them the full benefit of experience is to my mind quite unreasonable. I have been trying with the little knowledge that I possess to fix the hours of attendance to be devoted for vocational training in such a way that it will not affect the ordinary course of curriculum followed in schools. So if suggestions were to be made in this House either for improving the vocational training or for making such modifications as would give the students a better training, we should be much obliged."

Rai Bahadur Sir K. VENKATAREDDI NAYUDU :—"I have done that. I do not say that vocational education should be scrapped off. I said that the present vocational education should be scrapped off, that it should partake of a training in the workshops and industrials concerns and that we should have separate classes and separate schools for this purpose."

Rao Bahadur A. S. KRISHNA RAO PANTULU :—"Not that any one will take objection either to improve or expand these vocational classes, and workshops being attached to these institutions. It is only a question of time and money and if the Government can find funds for improving vocational classes and for giving further facilities for having a workshop every one will be very thankful. But the question is if this is not to be done, are you to say that all these vocational classes should be scrapped off at once? Sir, that is the question that I would place before the House. I am not in disagreement with all those hon. Members who say that the scope of vocational education should be extended much more, that we are still in the initial stages, what has been done is very little, and that much more remains to be done, but what I say is : whether we are to improve upon the experiment started or are we to say, because you are not giving us additional facilities, 'let us close the few experiments that have been started'. That is the only problem that I wish to place before this House. If the hon. the mover of this motion can induce the Government to allot a few lakhs of rupees for the purpose of starting industrial schools and workshops I for one would welcome such a proposal. If on the other hand he cannot induce the Government to embark upon a policy of starting industrial schools and of attaching industrial workshops to such schools, I for one would deprecate taking away the few vocational classes which have already been started. I would also request hon. Members of this House if they wish to have an idea of the working of the vocational classes to inspect them and see how they are working, and then condemn their working if they want to do so."

Rai Bahadur Sir K. VENKATAREDDI NAYUDU :—"I have visited not less than 6 or 7 schools and I have received complaints from all these schools regarding the nature of vocational training that is being given there."

Rao Bahadur A. S. KRISHNA RAO PANTULU :—"The hon. the mover of the motion might have inspected 6 or 7 schools and if he had received complaints from 6 or 7 schools and he is convinced that the money spent in those institutions for vocational classes is a mere waste, I have no objection to my hon. Friend drawing the attention of the Government on that score, but what I say is that I would deprecate any attempt to condemn in a general way the working of these vocational classes. So far as I am concerned—I am speaking with personal knowledge—I am prepared to say that the schools belonging to Nellore district board have been working properly. The Resolution of my hon. Friend Mr. Reddi Nayudu generally suggests that the provision for vocational training ought to be omitted and I therefore urge that it should be condemned."

"My complaint against the hon. the Minister for Education is that as he has become responsible for having inaugurated the vocational schools, he must not shrink from providing the necessary funds to carry out his scheme. In this connexion I may say that in one of the interpellations regarding vocational training, he was good enough to state that there was no proposal to reduce the allotment made and that there was no proposal not to continue the allotment even next year. But something has turned up since and the boards are asked to bear a portion of the expenses. I think it would be bad indeed if the hon. the Minister should change his policy and say that the allotment is limited and the boards should take a share

[26th March 1924] [Mr. A. S. Krishna Rao Pantulu]

of the burden. Having once inaugurated the policy of encouraging local bodies to give vocational training, it is his bounden duty to see that sufficient allotment is made so as to enable them to successfully carry out the object."

Mr. SAMI VENKATACHALAM CHETTIYAR :—"Sir, I hope I can make a few observations on this subject. As one who is interested in secondary education in the City of Madras, I know the difficulty that is experienced by these schools in the matter of vocational training. Realizing as I do that the result of collegiate education is manufacturing discontented graduates, the department could not have done better than introduce manual training in lower forms and free vocational training, as it is called, in higher forms. But my complaint against the department is that the grants for vocational training have not been as liberal as we expected (Rao Bahadur A. S. Krishna Rao : hear, hear) and also that the general curriculum is too heavy to permit a boy to undertake any vocational instruction. There is a desire that there should be a separation of the general curriculum from the industrial education so that the boy may be trained properly in one or the other. But it has not been made clear at what age of the boy and at what stage the one must be separated from the other. I quite agree with Sir K. Venkatarreddi that opportunities must be given to the youth to improve the industrial bias that he has acquired by getting him admitted into industrial workshops both under the management of the Government and under the management of private and limited companies to the extent that the Government can exercise that influence over them. Secondary schools should be circularized by the Department of Education as to the introduction of vocational instruction. We feel considerable difficulty in inducing boys to take up a course in vocational instruction for the mere reason that they cannot be insured to a further training at these schools. With regard to separating the sheep from the goat and the machinery that would be set up for the purpose, I should like to point out that if a boy fails to get a pass in the School final examination and is unable on account of temperament or mental deficiency or for economic reasons to pursue a collegiate course, he becomes separated from this sheep and wants opportunities to be put into an industrial school. It is there the difficulty arises. So if the Government do not provide facilities for improving that industrial bias which they take the responsibility of introducing in secondary education, all their labour will be in vain. I would therefore request the hon. Minister for Education to see to the possibility of sending our youths to workshops under the railway management and other big commercial or manufacturing firms and also perhaps of starting industrial workshops themselves and send those students who have industrial proclivities to be trained there."

In this connexion, I hope to impress upon the hon. the Minister for Education the necessity of thoroughly rehabilitating the School of Arts in order that it may serve the purpose of furthering the industrial education of the boys."

The hon. Rao Bahadur Sir A. P. PATRO :—"That is under the Development Department."

Mr. SAMI VENKATACHALAM CHETTIYAR :—"That is what is called Ministerial unity. (Laughter.) I hope, Sir, these remarks are not actuated by any motives of defeating the Ministry and I hope they will be taken in the spirit in which they are offered and they will work under what is called Ministerial responsibility and see that these things are accomplished."

The hon. the PRESIDENT :—"It is now past 5 o'clock and I take it the hon. Members would like to have the further discussion adjourned."

Before adjourning, I have to announce to the House that His Excellency the Governor has accorded his assent to the amendments to Standing Orders 5 (2) and 7 passed on the 24th March 1924, and the new Standing Orders will come into operation immediately.

"Under the Revised Standing Order 5 (2) names of members will be drawn for determining the precedence of non-official business at the ballot to be held at 5-30 p.m. to-morrow about which notice has already been issued to hon. Members. As many of them have given notice of more than one motion they are requested to intimate to the Secretary at once the motion which each of them would prefer to move and also one or more alternative motions to be taken up in the order of preference in the event of the first being identical with or allied to a motion selected by some other hon. Member."

The House adjourned at 5-10 p.m. to meet again at 11 a.m. to-morrow.

R. V. KRISHNA AYYAR,
Secretary to the Legislative Council

27th March 1924]

IV

VOTING OF DEMANDS FOR GRANTS.

DEMAND XIX—EDUCATION (TRANSFERRED)—*cont.*

The hon. the PRESIDENT :—"The Council will now resume discussion on Motion No. 89 made by Sir K. Venkatarreddi Nayudu yesterday, under Demand XIX—Education—Transferred."

Rao Bahadur C. NATESA MUDALIYAR :—"Mr. President, I think the imparting of vocational instruction in secondary schools is neither desirable nor necessary. I am for imparting vocational instruction in elementary schools. Especially when free and compulsory elementary education is in sight, there may be children who will have not only to earn their livelihood, but also to contribute a portion of their earnings to the maintenance of their parents. It is such children that ought to be given training in the various crafts, so that when they leave school, they may be in a position to earn something. The training they get in the elementary schools is not enough, and it is better that Government think of having continuation schools and compelling those children to attend them after the working hours. Yesterday, so much was talked of differentiating between the sheep and the goat. But in our land I do not think there is any difficulty. Most professions here are hereditary. Parents wish that their children should be educated in the profession they are pursuing, and children have an aptitude for the hereditary craft on account of the surroundings in which they are brought up. That is how we are having artizan children in the School of Arts to-day. Instead of imparting vocational training in the secondary schools, which might probably require a workshop being attached to each school, it is much better to have our technical institutions developed so that our children need not be sent to Bombay to be trained there. It would be well if the Government pass an order that all our boys will get admission into the various workshops and mills for training. Recently, one of our students having completed his theoretical course in the Victoria Technical Institute, wanted to complete the practical portion of it here. I addressed the Director of Industries to get him admitted into any of these mills. He was very kind and he forwarded the application to the mill authorities, but the mill authorities would not admit him. So, it is better that the Government will try its best to see that our boys who are inclined to take up a technical line are admitted in the various workshops and mills for training. If they do that, I do not think there is any necessity for trying to add vocational training in our secondary schools."

Mr. C. V. VENKATARAMANA AYYANGAR :—"Mr. President, I am sorry I have to differ from the last speaker. There seems to be an impression that vocational training is the same as technical education throughout. When I say that I support vocational education strongly, I do not in the least mean, either by words or by implication, to say a word against technical education or industrial education. Vocational education is intended for boys, and probably in some cases for girls also, who continue their general education and who may probably continue it for a long period. My hon. Friend, Dr. Natesa Mudaliyar, said that professions in India are more or less hereditary. I do not think he is quite correct there. My grandfather was an agriculturist, my father was a public servant, and I am a lawyer."

Rao Bahadur C. NATESA MUDALIYAR :—"In most cases what I said is correct."

Mr. C. V. VENKATARAMANA AYYANGAR :—"But some others interpreted it in some other way. In fact, I know how to drive a motor-car, but do not know even to screw or unscrew a nail. It is very pitiable no doubt, but our general education without the vocational instruction is responsible for it. The boys in our families who receive the general education do not know anything at all even about these small things, such as driving or screwing and unscrewing a nail. I know some of the high schools in the Coimbatore district where vocational training has been imparted in some of the classes. Carpentry and weaving are being taught in the school at Bhavani, but the complaint is that the Government have not provided sufficient funds for the purpose. Therefore, if the vocational training is to be only on paper, I am opposed to it; but if it is to be accompanied by money grants also, then we would very much like it. It may be that some of the boys may have got general education up to the School Final standard; but if they go to Bombay and other places to get some industrial education also, they may require the students to possess general education qualification up to the School Final or even the Intermediate standard in some places. If absolutely no vocational training is given to the boys, after they pass the School Final,

[Mr. C. V. Venkataramana Ayyangar] [27th March 1924]

they will be in a great disadvantageous position as against the boys who probably might have got that training in some other schools. The mills are always willing to admit students for training, but the unfortunate thing is that now-a-days there are more applicants than there are vacancies. I myself am one of those who want to encourage Indians in getting themselves trained in spinning and weaving, but it is insisted upon in these mills that the students should have a general education at least up to the School Final standard. So, if in our schools up to the School Final class no vocational training is given, our boys will have only a book learning and will find it difficult when they go to Bombay or join some technical institution in this Presidency. Therefore, Sir, while supporting the view that we want more industrial education or technical education in our own Presidency, I am strongly of opinion that not a pie should be reduced out of the amount allotted for vocational training. So, Sir, I oppose the cut that has been proposed."

Mr. C. GOPALA MENON :—"Mr. President, Sir, the hon. Member, Sir K. Venkatareddi Nayudu, when he moved his motion, pointed out that vocational training should be imparted in industrial schools. I can very well understand, if we are training people as mechanical foreman or superintendents of workshops, that instruction should be imparted in industrial schools. But, we are trying to devise a way of imparting instruction in vocational training in primary and secondary schools. A few decades ago, there was a controversy, which was raised in England, on the Continent and in America, with regard to the inclusion of vocational training in day-school curriculum. At the instance of that great educationist, Sir Philip Magnus, an investigation was conducted, and it was found out that about 80 per cent of the schools under the London School Board imparted instruction in vocational training along with general education, in such subjects as metal-engraving, wood-carving and carpentry for boys and cookery, needle-work and domestic economy for girls. The same thing was investigated in America, and I found in a book which I read a few days ago on 'Manual Training and Book Work,' written by Dr. H. Benfield, an Inspector attached to the administration of education, Chicago, that out of 50 schools in a locality 43 schools had adopted vocational training and the result was that the academic instruction received by those students who attended the vocational training classes was in no way inferior to that in schools which did not impart that sort of training. Such being the case, I cannot understand why vocational training should not form part and parcel of our day-school curricula in the Presidency."

"It was pointed out by the hon. Member, Dr. Natesa Mudaliyar, that our students have to go to Bombay for technical instruction. In this connexion, I would like to point out the fate of the School of Arts in Madras which started about sixty years ago. The idea with which the School of Arts was started then was to impart instruction in technical subjects such as painting, wood-carving and things like that. Of course, lately a Committee was appointed to enquire into the condition of this school, and it was decided by a Government order that instruction in such subjects as fine arts relating to industries of an æsthetic treatment should be imparted under the direction of the Educational Department, and that the School of Arts should confine its attention entirely to fine arts or industries relating to artistic treatment. I cannot understand the object with which the School of Arts has now confined itself to imparting instruction of an æsthetic character only, while previously the school devoted its attention not only to vocational training but also to manual training. Now, the scope of the institution is confined only to such subjects as fine arts of the kind already referred to. Probably it means that such subjects also include working out designs of textiles, wood-work and similar handicrafts."

"I have also another thing to point out, that when that magnificent building on the Pantheon Road was constructed, very near the Museum—I mean the Victoria Technical Institute—it was intended that that Institute should work in co-operation with the School of Arts just on the model of the Victoria Jubilee Technical Institute of Bombay. What happened to it is that instead of conducting classes to carry on technical instruction it has now been converted into a sale room for indigenous products purchased at an enormous cost and sold at an enormous cost. Whatever that may be, I am only pointing out that the purpose for which the Victoria Technical Institute was started has not been carried out into effect. That being the state of technical education in this Presidency, I would not discourage any effort that has been directed by the Educational Department in imparting vocational or manual training according to a general school curriculum."

[27th March 1924]

Mr. P. C. MUTTU CHETTIYAR :—"ஸார், ஆனரபில் மினிஸ்டர் விரும்பியிருக்கிற வொர்க்கேஷனல் சம்மந்தமான கிராண்டை ஆதரிக் கிறேன். ஆனால் பாவிசிக்காக ஆதரிக்கிறேன், வொர்க்கேஷனல் என்பது ஜனங்களுக்கு புரிந்த பாஷையல்ல, அதை கைக்கொண்டதாயுமில்லை. இருந்தபோதிலும் நான் தெரிந்தகொண்டது அல்லது எனக்குத் தோன்று கிறமட்டில் புத்தகத்தைப்படிப்பதும் எழுதுவதும்படிவல்லாமல் அதில் கண்டபடி செய்துகாட்டுவது, தொடக்ககாட்டுவதென்று எண்ணு கிறேன். அது சரியாயிருக்குமானால் அதை தான் நான் ஒத்துக்கொள் கிறேன். அது எப்படி என்றால் படிப்பு இருவகையாக வைப்போம் அது ஒரு (பாடி)யாகிறது. சரீரமும் அதின் அவயவமுமாகிறது. சரீ ரத்துக்கு அவயவம் தான் முக்கியம்; படிப்பினால் புத்தியுண்டாகி அதி னால் புத்தியேற்பட்டு ஜனங்கள் குலதர்மத்தை விடாது உய்விக்க அல் லது பிழைக்கத்தான். பிழைத்தல் என்றதில்லை பாபம் அணுகாது புரு ஷார்த்தத்தை அடையவே காரணமாகிறது."

"முதலாவது மதி, இரண்டாவது யுக்தி. ஆகவே, இதுவரையில் மதிக்கவேண்டிய படிப்பையே கற்று கொடுக்க முயன்றிருக்கிறார்கள். அதிலிருந்து யுக்தியை கடவுள் அனுக்கிரகம் செய்திருக்கிறார். அப்படிப் பட்ட யுக்தியை கற்றுக்கொடுக்க வேண்டியதுதான் முக்கியமாயிருக் கிறது. அது தான் நாச்சரலாய் வரக்கூடிய படிப்பு. அந்த படிப்பு சலப மாய் சொல்ப காலத்தில் கற்றுக்கொள்வார்கள். அதினால் நற்குடும்ப கால சேஷபத்துக்கு இடமாகிறது."

"இதுவரை கெவரன்மென்ட் அதை கவனிக்கவில்லையா யென்றால், ஏதோ பெரிய ஏற்பாடாக தூரதேசங்களிலும் உயர்ந்த தேர்ந்த படிப் பானமட்டும் காணக்கூடியதாய் கைப்பற்றியிருக்கும் விஷயத்தை இங்கு ஒப்பிட எவ்வகையிலும் பொருந்தாது. கொஞ்சபடிப்பாளரும் ஏழையர் களும் பெருந்தகை ஜனங்கள் அறிந்து தேர்ச்சியடைய ஒருவகையும் கவனிக்கவில்லையென்பது சொல்லாமலிருக்கமுடியவில்லை."

"ஐந்து வயதிலிருந்து எவ்வணம் முதிர்ச்சியடையும் வரை காசுதத் தையும் புத்தகத்தையும் படித்து, அதற்காக விரயஞ்செய்த தொகைக்கும் வட்டிக்கு கட்டாத சம்பளத்துக்கு புக இடமாவதைப்பார்க்கிலும் கொஞ்ச காலத்தில் அந்தந்த குலத்தவன் பிள்ளைக்குத் தொட்டுக்கொட்டிய மாத்திரம் கார்த்தம் பற்றியதுபோலும், பல பசுக்கூட்டத்தில் தன் தாயை நாடி அடைதலில் வல்லதாம் குழந்தைக்கன்று, என்ற வாக்கியப்படி அந்தந்த கர் மாவுடையவர்கள் அந்தந்த கைத்தொழிலை அந்த இளம்பிராய வாலிபர்கள் வெகு விமரிசையாய் கைக்கொள்வார்களென்பதில் கொஞ்சமும் சந்தேக மில்லை. வாலிபர்கள் வெகுசாலம் படித்து பிரயோசனம் அடையும்முன் தான் காசுக்காக கெட்ட நடவடிக்கை கற்றுவிடுகிறார்கள். ஆனால் ஆன ரபின் மினிஸ்டர் வந்தகாலமுதல் வொர்க்கேஷனல் என்று வார்த்தைகள் வந்திருப்பதின் பிரயோசனம் இதுவரை சரியாய் வந்திருப்பதாக ஒத்துக் கொள்ளமாட்டேன் என்பது தைரியமாய் சொல்லவேண்டியிருக்கிறது. அதினால் உள்ள பிரயோசனம் இன்னதென்று அவர் தெளிவாய்ப் புலப் படுத்தியிருந்தால் இந்த ஆசேஷனையே வந்திராது."

"ஆனால் இவைகள் எல்லாம் குடிக்க தண்ணீரில்லாத லோகல் போர்டை காரணமாக்கப்படாது. ஏழையர்கள் கிறைந்த வில்லேஜ் பகுதியில் விருத்திசெய்யவேண்டியவைகள் அளவின்றிருக்கின்றன வென்று தீர்மானித்து அதற்கு என்ன செய்யவேண்டுமென்று யோசிக்க வேண்டும். மாதிரிகளெல்லாம் கண்டு பிடிக்கவேண்டும். ப்ரொவின்ஷியல் ஒத்தாசையிலிருந்தே நல்ல கைத்தொழில் தேர்ச்சியாளர்களை நிய மித்து ஆங்காங்கு போய் சிலவுகள் செய்து அவர்களுக்கு கற்றுக்கொடுப் பதில் ராசி அடையும்படி செய்து விருத்தியடையக் காட்டவேண்டும்."

"ஆனால் ஒன்று; அறியுங்கள். ரயிலில் பிரயாணிகள் அரிசி சாமான் கள் ஏராளமாய் கொடுப்பதில் பசிக்கு பிரயோசனமாகுமா; பாகம்செய்த அன்னத்தை எல்லாம் சேர்த்து பட்டை சாதமாய் கொடுத்தால் வண்டி யில் கின்ற வாக்கில் பசிரோய் திருமாதல்போல், கொல்லு, தச்சு, விவிங் என்றதைமட்டும் மறந்து அன்னத்திதமான கைத்தொழிலை தேசத்துக்கும் ஜனங்களுக்கும் புத்திக்கும் தக்கபடி கண்டுபிடித்து அந்த தொழில்களை கற்பித்து கொடுக்க ஏற்பாடு செய்யவேண்டும். அந்த விஷயத்தை சொல்லத் தொடங்குவது விரிவாகும். பிரஸிடென்ட்வான் பெல் கொடுத்து விட்டபடியால் சுருக்கிச் சொல்கிறேன்."

[Mr. P. C. Muttu Chettiyar] [27th March 1924]

“இதில் டிபார்ட்மென்ட்டில் பல பிரிவாயிருக்கலாம். அதை அறிந்து நான் சொல்ல யோசிக்கவில்லை. மதுரை ஜில்லாவிலுள்ள டெக்னிகல் இன்ஸ்டிடியூட்டை எடுத்துவிட சமீபத்தில் எண்ணினார்கள். அதை நான் ஆகேஷிக்கிறேன். அதுவும் மேற்சொல்லிய அபிப்பிராயத்தினால் தான் மொத்தமாய் கருதுவோம். ஆனரபின் மினிஸ்டர் கொண்டு வந்திருக்கிற கிராண்டு தொகை எதற்கு அதின்மட்டேயல் சரியாயென்பதில் இப்ப போகவேண்டாம். கைத்தொழிலை விருத்திசெய்ய மொத்தமாய் கொடுத்திருக்கிறோம். அதை ஆனரபின் மினிஸ்டர் சபையார்களுடைய அபிப்பிராயத்தை அறிந்திருக்கிறமட்டில் அதின்படி செய்யவேண்டியதை ஆல்டர் செய்து திருத்தவேண்டியது. அதற்காக இந்த ஏற்பாட்டை யாதாக கொண்டுவந்ததை ஆகேஷிக்க நான் தயாராயில்லை.

“எப்படியிருந்தாலும் அதற்கு என்று ஐவேஜு கேட்க எண்ணிய விஷயத்தில் நாம் சிம்பதெய்சு செய்யவேண்டியது அவசியமாயிருக்கிறது.”

Mr. YAHYA ALI SAHIB :—“Mr. President, Sir, I feel called upon to make a few observations on this problem in view of the reference made to me yesterday by my hon Friend from Nellore. My impression with reference to the introduction of vocational education was that it was pre-eminently intended to combat the too literary tendencies of the ordinary education that is imparted in our schools. Sir, the charge has been very often levelled against the system of education in this Presidency that it is not only literary but that it also neglects the physical aspect of the juvenile's work. I believe that unless something is done which tends to improve the cultivation of certain powers, unless due training is given both to the hand and the eye along with the training given to the mind I consider that no system of education will be perfect. I believe that it is mainly to satisfy this desire that the Government in 1922-23 introduced this vocational system. I consider, Sir, that it is too early to pronounce a sentence of death upon that scheme and unless we have given it a very satisfactory trial, unless those who have been given the necessary training are enabled to come out and show whether they have been able to profit or not under the system, I consider that it is too premature to condemn the system. In the year 1922-23, this scheme was introduced I believe by my hon. Friend, Sir K. V. Reddi, who was then a member of the Cabinet. I do not know why to-day he rises in revolt against that system. But I feel it is unnecessary for me to take a leaf out of the book of some of those who were then hon. members of the House, but I believe we should confine ourselves to our own experience. Having regard to that, I may say with some amount of authority that we tried the scheme in the Nellore district. As head of the local municipality I have introduced it in a middle school, and I have opened not only an ordinary weaving class but a special class for a subject which is rare in this Presidency, viz., mica industry. If we give the attempt a fair trial and give it a proper turn I have no doubt it will prove useful. In fact in the case of the mica works the short experience of a few months has proved to be very successful. We have ventured upon the scheme and we have committed not only the Government but also the local bodies to a definite policy. Now that the local bodies who are much maligned by all authorities and who have to function with dwindled finances have made a beginning in this line I think it will be unfair to them if we do not give them a fair trial. We have committed the local bodies to a policy of expansion in a particular way and we should at least see that they do not launch upon further financial expenditure which they can ill afford in their financial stringency. In these circumstances, I think it will be absolutely unfair and uncharitable to the local bodies if we should give it up at this stage. I am perfectly certain if the idea behind the mind of the hon. Mover was that we should give up altogether this system of vocational instruction as an adjunct to be studied in the ordinary schools and start separate schools the system is not within the range of practicability or even possibility. If we have to carry it on in an Industrial School I really do not know if the hon. Member has considered the financial aspect of it. I therefore submit, Sir, that it is economical also that we should continue our present system.”

Rao Bahadur T. A. RAMALINGA CHETTIYAR:—“I move, Sir, that the question be now put.”

The hon. the PRESIDENT:—“I think we have had sufficient discussion on the motion. I will now put the motion for closure to the House.”

The motion for closure was then put to the House and declared carried.

[27th March 1924]

The main motion No. 89 was then put to the House and declared lost. A poll was taken with the following result:—

Ayes.

- | | |
|--|---------------------------------|
| 1. Rao Bahadur C. Natesa Mudaliyar. | 6. Mr. S. Satyamurti. |
| 2. Mr. S. Muthiah Mudaliyar. | 7. „ T. Audinarayana Chettiyar. |
| 3. Dr. P. Subbarayan. | 8. Rao Sahib U. Rama Rao. |
| 4. Mr. R. Srinivasa Ayyangar. | 9. Mr. G. Rameswara Rao. |
| 5. Rai Bahadur Sir K. Venkatreddi
Nayudu, Kt. | |

Noes.

- | | |
|--|---|
| 1. The Hon'ble the Raja of Kollengode. | 33. Rao Bahadur P. Raman. |
| 2. „ „ the Raja of Panagal. | 34. Mr. A. Ramaswami Mudaliyar. |
| 3. „ „ Rao Bahadur Sir A. P. Patro. | 35. „ J. D. Samuel. |
| 4. „ „ Diwan Bahadur T. N. Sivag,
nanam Pillai. | 36. „ K. Sitarama Reddi. |
| 5. Mr. P. L. Moore. | 37. Diwan Bahadur P. Kesava Pillai. |
| 6. „ G. F. Faddison. | 38. Rao Bahadur T. A. Ramalinga Chettiyar. |
| 7. „ Abdulla Ghatala Sahib. | 39. „ A. S. Krishna Rao Pantulu. |
| 8. „ S. Arpudawami Udayar. | 40. Mr. A. Chidambaram Nadar. |
| 9. „ I. C. Tangavelu Pillai. | 41. „ K. Koti Reddi. |
| 10. Dr. John Mathai. | 42. „ C. V. Venkataramana Ayyangar. |
| 11. Mr. Ari Gowder. | 43. The Raja of Ramnad. |
| 12. „ P. K. S. A. Arumuga Nadar. | 44. Mr. R. Srinivasan. |
| 13. „ A. V. Bhanaji Rao. | 45. „ K. Chavadi Subramania Pillai. |
| 14. „ N. Devendrudu. | 46. „ P. V. S. Sundaramurthi. |
| 15. Rao Bahadur P. C. Ethirajulu Nayudu. | 47. Diwan Bahadur K. Suryanarayanamurthi
Nayudu. |
| 16. „ P. V. Gopalan. | 48. Mr. K. Venkatachala Padayachi. |
| 17. Mr. L. C. Guruswami. | 49. „ M. Ratnaswami. |
| 18. „ B. Mahabala Hegde. | 50. Diwan Bahadur M. Krishnan Nayar. |
| 19. Rao Bahadur K. Krishnaswami Nayudu. | 51. Mr. W. Vijayaraghava Mudaliyar. |
| 20. Mr. V. Madhava Raja. | 52. „ R. Veerian. |
| 21. Hony. Lt. Madurai. | 53. Abbas Ali Khan. |
| 22. Mr. T. Mallesappa. | 54. Khan Bahadur Hajee Abdulla Quasin
Sahib. |
| 23. „ P. N. Marthandam Pillai. | 55. V. Hamid Sultan Marakkayar. |
| 24. „ B. Munuswami Nayudu. | 56. Khan Bahadur P. Khalif-ul-la Sahib. |
| 25. „ C. Muttaya Mudaliyar. | 57. Muhammad Moosa Sait Sahib. |
| 26. „ P. C. Muttu Chettiyar. | 58. F. N. Muhammad Sahib. |
| 27. „ O. M. Narayana Nambudripad. | 59. Khan Sahib Saiyid Diwan Abdul Razaq
Sahib. |
| 28. „ K. S. Ponnuswami Pillai. | 60. K. Uppi Sahib. |
| 29. „ G. Premayya. | 61. Munshi Abdul Wahab Sahib. |
| 30. „ K. Raghuchandra Bellala. | 62. Janab Muhammed Yahya Ali Sahib. |
| 31. „ P. T. Rajan. | |
| 32. „ B. Ramachandra Reddi. | |

Ayes 9; Noes 62.

The motion was lost.

Mr. P. PEDDIRAJU :—“I beg to move that—

‘90. The allotment of Rs. 4,54,200 for Government Professional colleges be reduced by Rs. 100.’

“I only want to raise a question, Sir, of which I gave notice to the hon. Member in charge. It is the question of stipends to the Engineering College students, especially to the lower subordinate and the upper subordinate students of that college. The upper and the lower subordinate students have joined the college on the implied understanding that they will be given stipends. Of course there has been no written understanding or promise in writing but there has been the practice to give stipends. In the case of some after undergoing training for one year they were suddenly told that the two courses would be amalgamated into one and were asked to undergo training for four years instead of three. Again they were told that they were going to have two different classes and that the stipends would be removed. The result of it is that the students who joined the institution in the hopes of having the help of the Government are now made to undergo the course for four years instead of three, and they will no longer have the stipends which they have been used to for a large number of years. The only reason given by the Government is that they had to stop the stipends because of the Retrenchment Committee. It is also stated that the Government is not going to employ these people and therefore there is no necessity to pay the stipends. In view of the promise given by the hon. the Law Member the other day that the recommendations of the Retrenchment Committee will be reconsidered and that the *status quo ante* will be restored, and in view of the fact that the opinion was held by some when they joined the college that they will have to undergo the course only for a particular number of years but that period was subsequently raised, I submit it is a matter for consideration by the Government whether it is not desirable and just that the stipends should be given at least for this year to those who have been affected by this change of orders so often.”

The hon. Rao Bahadur Sir A. P. PATRO :—“It is indeed very hard and I quite sympathise with the lot of the students who have joined just before

[Sir A. P. Patro]

[27th March 1924]

this order was passed that they should not be allowed to receive stipends. We did not spare any labour in the matter. We supported the claims of the students and pressed the question on the Finance Department. But as a matter of retrenchment the Finance Department said that it was not necessary to encourage any students either for the lower or the upper subordinate courses. The college was at one time intended to supply qualified engineers for Government service. Now that stage has passed and like the medical profession in which there are a larger number of medical practitioners than men in service the Engineering College has attained a stage when the supply is more than the demand. The supply now on hand is expected to be enough for ten years. There are many graduates who have come out of this college. Therefore, on the principle of supply and demand and on the principle of economy unfortunately the stipends were not allowed in the case of the last batch of students. I certainly sympathise with those students who have, as has been put by the hon. Member, had a sort of understanding that they would necessarily receive stipends. Their period is expiring and therefore there is no practical difficulty as far as the batch of students referred to is concerned."

Mr. K. KOTI REDDI:—"In view of the statement made by the hon. Minister I want to know whether there is any necessity for so many schools on which Government spends money and whether the Government will not consider the desirability of closing the schools if there is no necessity for training men."

The hon. Rao Bahadur Sir A. P. PATRO:—"As far as the Government is concerned as employers there is no need for them to train men for Government service. But as far as public bodies are concerned corporations and local bodies may require qualified engineers and a college is necessary where qualified men can be trained."

Mr. K. KOTI REDDI:—"I am talking of engineering schools."

The hon. Rao Bahadur Sir A. P. PATRO:—"The case is the same as in the case of the Law College and the Medical College; we need not give stipends."

Mr. K. KOTI REDDI:—"I am referring to engineering schools in the mufassal and not colleges."

Mr. P. PEDDIRAJU:—"I only wish to say one thing. The hon. Minister has referred to my object already. But in the case of the students who wanted to study for three years but who are made to study for four years they will have to undergo training for another year. It is on account of the change they are forced to attend. I wish to know if their case could not be considered."

The hon. Rao Bahadur Sir A. P. PATRO:—"So long as stipends are not given I do not want to compel them. It is in their interest that they have to undergo training."

The motion was by leave withdrawn.

Rao Bahadur A. S. KRISHNA RAO PANTULU:—"I beg to move that—

'91. The allotment of Rs. 14,74,100 for University be reduced by Rs. 100.'

"I have already given notice that I intend to raise the question of the Andhra University. Sir, it is not necessary for me to go into the early history of the question because that has been before the hon. Members for several years. The Madras University recommended the establishment of the Andhra University and the Government also on various occasions expressed their approval in favour of the inauguration of the Andhra University. I wish to take this subject from where the hon. Minister left it last. One of the conferences summoned at far-off Vizagapatam was opened by His Excellency Lord Willingdon. If one referred to the declarations and speeches made on that occasion, one would have expected to see the Andhra University in working order from the beginning of last year. In November 1922 when the conference was summoned, His Excellency expressed himself in favour of the proposal, and there were discussions as to the type of University and we very nearly came to an understanding on that point. About the location also, we very nearly came to an understanding. As the representatives of the Ceded districts had no opportunity of attending that conference, the conference adjourned to a future date for the purpose of giving an opportunity of expressing opinions about the location of the University. We thought that we should meet in December 1922 for the purpose of deciding the location of the University and coming to a final decision of the matter. The hon. the Minister for Education thought, or at least he gave hopes, that it would be possible to see the beginnings of the University in the course of the year 1923-24. That is how we proceeded to discuss the question. It was certainly disappointing when we failed to see any

Sir K. Venkatarreddi Nayudu:

p 209. 1486. To omit the allotment of Rs 6,300 for Vocational Education Grants to non-Government secondary schools.

Sir K. Venkatarreddi Nayudu:

p 209. 1487. To omit the allotment of Rs 15,800 for Grants to local bodies for Vocational Education.

Sir K. Venkatarreddi Nayudu:

p 209. 1488. To omit the allotment of Rs 9,500 for Grant-in-aid Miscellaneous to local bodies for secondary education.

Sir K. Venkatarreddi Nayudu:

p 212. 1489. To omit the allotment of Rs 6300 for Grant to local bodies for Primary Education - Vocational Education.

Sir K. Venkatarreddi Nayudu:

p 213. 1490. To omit the allotment of Rs 1,800 for Grants to local bodies for Primary Education - Miscellaneous (Vocational).

Sir K. Venkatarreddi Nayudu:

p 213. 1491. To omit the allotment of Rs. 3,800 for grants to District Educational Councils--Vocational.

Sir K. Venkatarreddi Nayudu:--

1492. To omit the allotment of Rs. 4,600 for Grants-in-aid to District Educational Councils--Miscellaneous (Vocational).

Sir K. Venkatarreddi Nayudu:

p 218. 1493. To omit the allotment of Rs 1,000 for Grants-in-aid (Vocational) to non-Government special schools.

In the motions ^(on the previous page) ~~above~~ Sir K. Venkatarreddi Nayudu proposes that the provision made for ~~the~~ manual training in the next year's budget under the several ^(sub.) heads should be deleted. Similar motions were brought forward by the same member last year. From his speech at the council meeting it was found that he was under the mistaken impression that the so-called 'vocational training' in ordinary schools was intended to turn out trained artisans. On behalf of Govt it was pointed out in the course of the debate that the object of the practical training imparted in these schools was to train the hand and eye of the pupils and to create a bias in their minds for industrial ~~or~~ technical training. It was also explained that the manual training classes were not intended to give the kind of training that could be had ~~only~~ in industrial schools and workshops. The motion was finally put to vote and declared lost, only 9 voting for it against 62 in favour of the retention of the provision for manual training.

It is not known why Sir K.V. Reddi Nayudu wishes to raise the question once again in the council. The necessity for providing some form of manual training in schools imparting general education is admitted on all hands. The Calcutta University Commission has emphasised this point. ^(committee appointed by) ~~Other~~ Govts. such as Bihar & Orissa and Central Provinces, ^{have urged the need for introducing} ~~also~~ such practical training in ordinary schools. The Committee appointed by this Govt with Sir R. Venkataratnam Nayudu as President has also recommended 'manual training' as one of the subjects of study in ordinary schools.

SKA
13.3.28.

CR
13.3.28

VTF
13.3.

m r 19/3.

page 15 ante
Please see linked
file

Page 25 ante
Extract from
Council proceedings
in linked file

Law (20-1) Sept.

Page 1 to 25 ante relate to the motions on the Budget which were brought forward ^{last year} by Sri K. V. Reddi Nayudu for the omission of the provision for manual training; and pages 26 + 27 deal with the similar motions brought forward in the current year. The latter were not moved. These papers may now be

'Recorded'

6.4.25

V.K. 7.4

451C

51 516 8-425

Legislative Council -

Motions on the Budget.

Omission of provision for manual training - 8A

Motion - Recorded - 6.4.25

It is understood that the motions on the Budget which were brought forward last year by Sri K. V. Reddi Nayudu for the omission of the provision for manual training; and pages 26 + 27 deal with the similar motions brought forward in the current year. The latter were not moved. These papers may now be

Recorded

Appointed by the Govt. with Sir R. Venkataratnam as President for the purpose of manual training, on one of the subjects of study in ordinary school.

13.5.25

When signed

192

192

, DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT . .

A	A	A	A	A	A	A
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LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

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