

Law (Education) (1925) Department.

Ord. SERIES.

G.O. No. 536

DATED 15. 4. 1925

[Despatch Abstract.]

Vocational Training

Retrenchment Committee

Recommendation - 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.

Office of the Director of Public Instruction,

The Old College, Nungambakkam, Madras,

D.O. 23/24

23rd February 1924.

My dear Ramachandra Rao,

In compliance with the request made by the Hon. the Minister for Education at the discussion which we had on Wednesday the 20th at the Secretariat asking me to give some points on Grants and Subsidies which might be treated by an officer to be placed on special duty I give you the following:-

I. Grants-in-Aid. (awarded to institutions under private management.)

(a) The possibility of including the Rs. One lakh grant for increasing the salaries of teachers, in the existing rules under the Grant-in-Aid Code and the formulation of rules regulating the payment of this grant according to the principles for the award of grant already accepted by Government in the Grant-in-Aid Code, or according to other principles which have yet to be discussed and accepted by Government.

(b) Consideration of the award of grants for excess fee collections above standard rates, whether they would or should be in accordance with the existing principles of the Grant-in-Aid Code. If so, the formulation of rules therefor. If not, is a modification of the principles of the Grant-in-Aid desirable or necessary?

(c) Consideration of grants for manual training and for vocational instruction and whether these grants should not be awarded under the provisions of the Grant-in-Aid Code or whether they require special rules framed for their distribution. The formulation of rules for the award of such grants.

(d) Whether the rules for medical inspection grants should not be included in the Grant-in-Aid Code and if so, the framing of rules for their award.

(e) Consideration of the payment of additional compensation for loss of fees to managers who admit backward class pupils under M.E.R. 102 and who levy from all pupils in their schools ^{more than} the standard rate of fees.

(f) A general systematisation of the grants awarded under the Grant-in-Aid Code after decisions are reached by Government with regard to manual training grants, vocational training grants, medical inspection grants and extraordinary grants like the Rs. One lakh grant referred to above.

(g) Consideration of the fundamental principles (main and subsidiary) underlying the Grant-in-Aid Code with a view to consider whether any modification is necessary or desirable, in particular whether it would not be desirable to modify one of our subsidiary fundamental principles so as to make some provision for the award of more or less than one-half of the net cost of maintaining a school.

II. Subsidies awarded to local bodies for education other than elementary.

(a) Consideration of the principles and relevant factors upon which subsidies should be granted.

(b) Formulation of such rules as may be possible for the award of subsidies on the principles for award which may be accepted by Government.

(c) Possibility of smoothing out some of the many variations adopted now and in the past in the fractional net cost of maintaining a whole or a portion of a school upon which the award of subsidies is based.

(d) Whether it is necessary or desirable to have fixed subsidies for each District Board, ^{School and} ~~or~~ Municipal school or for each local area ^{and} ~~or~~ whether it is more desirable to have variable subsidies depending upon the net cost of maintaining the school or upon some other factors (e.g. school expenditure, number of pupils in a District, etc).

(e) Consideration of the subsidies to be granted for rent and contingencies in schools.

(f) Consideration of principles and rules for awarding equipment grants and building grants for schools under public management.

(g) Whether the principles for awarding subsidies for capital expenditure should be ^{the} same as the principles for the award of grants-in-aid to schools under private management and whether these principles should be the same as those adopted for granting subsidies for recurring expenditure.

III. Subsidies and Grants-in-Aid.

III. Subsidies and Grants-in-Aid.

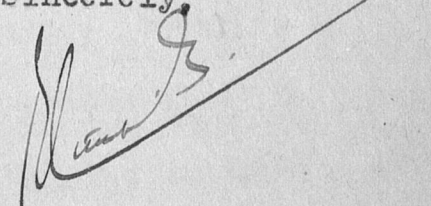
Whether the principles for the award of grant-in-aid and the principles for the award of subsidies can or should be fixed independently of each other.

In the application of these principles how far the existence of private effort either local private effort or imported private effort, such as the maintenance of schools by means of the funds of non-Indian (usually Christian) missions whose funds are mainly supplied from countries outside India, should be considered in the granting of subsidies in any particular area; for example it is to be considered whether diminished subsidies should not be given in districts which are plentifully supplied with schools established and maintained by private effort while increased subsidies ^{would} ~~should~~ be granted to areas which are not supplied with schools under private management.

Generally the principles underlying the award of grants and of subsidies will have to be considered not only ~~for~~ each in itself but each in relation to the other.

Whether it is possible to have definite fixed principles in the award of grant-in-aid to private institutions independently of outside factors ^(e.g. subsidies) and whether the principles for the award of subsidies should not be based upon---as one main factor---the amount of money which is being spent on education by private persons or associations, thereby involving a consideration of the principle that a Government contribution should be made only in proportion to the deficiency of private effort, this principle being supplementary to the general principle of the award of grants-in-aid as adopted in the Grant-in-Aid Code, viz., that the grant-in-aid goes to assist private effort in proportion to the volume or amount of private effort.

Yours sincerely,

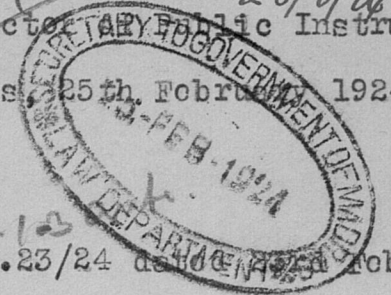


M.R. Ry. Diwan Bahadur R. Ramachandra Rao, Avl., C.S.I.,
Secretary to Government, Law (Education) Deptt.,
Fort St. George.



Office of the Director of Public Instruction,
Madras, 25th February 1924.

D.O.No. 24/24



My dear Ramachandra Rao,

In continuation of my D.O.No. 23/24 dated 14th February 1924 I write to suggest that the following two items might also be considered:-

- (1) Orphanage grants;
- (2) All grants awarded under the Code of Regulations for European schools and a consideration as to how far the Code for European Schools might be brought into line with the Code for Indian Schools.

This latter question is one for the orders in the first place of the Hon. Member in charge of European Education.

As you know there are other general matters that might be considered by a special officer but I have confined myself at present to questions of grants-in-aid and subsidies.

Yours sincerely,

M.R.Ry.Diwan Bahadur
R.Ramachandra Rao, Avl., C.S.I.,
Secretary to Government,
Law (Education) Deptt.,
Fort St. George.

The following are the questions reserved for examination by a Special Officer or a Committee of educational experts:-

(1) Continuance of the special grant of Rs 1.15 lakh towards the improvement of the salaries of teachers in aided secondary schools.

The ordinary principle of the Grant-in-Aid Code is to limit the Government grants to aided secondary schools to one half of the net cost. In 1920, in connection with the large increase in prices of food stuffs, a resolution was moved in the Legislative Council that the Government should make a special grant outside the provisions ^{of the} Grant-in-Aid Code to be utilised solely on the improvement of the salaries of teachers in aided schools. In response to that appeal the Government distributed a sum of Rs 1 lakh among aided secondary schools for boys and a sum of Rs 15,000 among schools for girls for this object. This special grant of Rs 1.15 lakhs ~~for this object~~ has been continued from year to year since then. The question of framing a set of rules for the distribution of this grant was recently under consideration. In that connection the Hon'ble Sir Charles Todhunter noted that the grant was intended to be restricted to the year 1920 and that it should not have been continued in subsequent years. He desired that the matter should be placed before the Finance Committee and this was done. The Committee recommended that the grant might be entered in the budget for 1924-25 provisionally. A sum of Rs 1.15 lakhs has accordingly been provided for this object in the current

Linked file No. I

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year's budget. The grant being for a recurring object, should be continued from year to year. Discontinuance of the grant will result in the reduction of the salaries of teachers in aided schools. ^(as on the strength of these grants the salaries have been increased) Complaints have already been received from these teachers and a deputation of the Teachers' Guild also waited recently on the Hon'ble the Minister and the Hon'ble the Finance Member (Sir Charles Todhunter) urging that the special grant should be continued. ^{The Missionary Council also made various queries about the matter: and the deputation asked only for the repetition of the grant in the budget.} The Secretary (Mr. Ramachandra Rao) suggested that the details of the payment of this special grant might be examined by the special officer. The Hon'ble the Minister also approved the suggestion. It may however be noted here that the D.P.I. has already been consulted as to the general principles which might be laid down in regard to the distribution of the special grant and his reply has been received.

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Vide main file

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Law Department.

(2) Grants towards excess fee collections in secondary schools. It has been a standing complaint that under the present rules in the Grant-in-Aid Code the distribution of grants is so little in proportion to the amount of work done by schools. For example, several large institutions such as the Hindu High School at Triplicane, have earned little or no grant and have been financed almost entirely from fees. As the Grant-in-Aid Code stands at present it is impossible to make any grant to such schools though they may be in need of improvements in various directions. In order to obviate this difficulty the suggestion has been made that the department might pay increased grants in some proportion to the increase in fee receipts. In 1922 in connection with a resolution brought forward in the Legislative Council regarding the liberalisation of the grant-in-aid Code, this question of the payment of an increased grant based on increased fee collections was examined. After prolonged consideration the Govt. sanctioned the payment to the managements of aided institutions, in cases where they collected fees in excess of the standard rates, of a special grant not exceeding 50 % of the excess fee collected. When the draft amendments to the Grant-in-Aid Code to give effect to this ~~system~~ system of grant was submitted to the Hon'ble Sir Charles Todhunter, he considered that that the proposed system was very complicated and that a more simplified procedure should be adopted. The necessity for the payment of increased grants to enable managers of schools to effect improvements in the working of the schools is

admitted on all hands and it seems desirable not to drop the scheme at this stage.

It may also be noted here that the D.P.I. has been asked to consult District Secondary Education Boards in regard to the lines on which the Grant-in-Aid Code should be amended and to submit their recommendations with his own remarks thereon. These are awaited. The Director has however already suggested at the instance of the Hon'ble the Minister the points which might be examined by the Special officer in connection with the distribution of grants and subsidies to institutions under private management and under Local Bodies. He has also suggested that the Special Officer ~~is associated~~ might ~~also~~ consider the case of grants under the Code of Regulations for European schools and the extent to which that Code might be brought into line with the Code for Indian Schools. In a letter to the Govt. of India which has just been issued regarding the attitude of the Legislative Council towards grants for European education, that Govt. has been informed that the question of adopting the same system of aid for Indian and European schools would be considered shortly.

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This is a matter for C2.

Linkes file III

(3) Subsidies to local bodies for Elementary Education.

The recurring subsidies paid to local bodies for Elementary Education fall under two classes:-

(1) Subsidies sanctioned prior to the introduction of the Elementary Education Act namely 1-4-21 and

(2) Those that were sanctioned after the Act was introduced. In respect of the former class of subsidies, the Advocate-General has given the opinion that, under the proviso to section 37 of the Madras Elementary Education Act, the Government are bound to pay every year the amount ~~spent~~ ^{from Provincial funds} on Elementary schools under the control of a local body in the year 1920-21, irrespective of the question whether the amount so paid is fully spent in the year. The present procedure in regard to the payment of subsidies falling under the 'second' class is to deduct the savings in the subsidy sanctioned in one year from the subsidy due for the following year. Such savings are, however, small and it has therefore been suggested that the subsidies falling under the 'second' class may also be ~~paid~~ ^{paid} in full, without any deduction for savings, especially as these savings merge in the Elementary Education Fund of the local body and cannot be utilised for other purposes. The Finance Department objects, however, to the proposal on the ground that it would involve the locking up of funds in the balances of local bodies. This argument, however, ignores the fact that the ^{very} much larger savings in the pre-Act subsidies are allowed to be so merged. The Finance Department ^{has} suggested that the present procedure may continue till the question of simplification of grants to local bodies (to be referred to an expert committee) is ~~settled~~ ^{finally} settled. It may however be pointed out that the question of simplification relates ~~not~~ to subsidies for secondary schools which are

of a varied kind - (fixed subsidies, full net cost, half or three-fourths net cost). Subsidies for Elementary schools are ~~not~~ 'fixed' subsidies and no question of simplification arises in the case of such subsidies.

(A) Medical Inspection of Schools.

A system of grant-in-aid for the medical inspection of pupils in secondary schools (including the school departments of colleges) under private management and under the management of local bodies was approved in G.O.No. 208 Edn., dated 12-2-20. In G.O.No. 1014 Edn., dated 4-9-20 it was also ordered that three Asst. Surgeons should be employed as Medical Inspectors of schools whose duty it would be to conduct the medical inspection of pupils in secondary schools and in the secondary classes attached to Govt. colleges and to supplement and correlate the work conducted by local practitioners in schools under private managers and local bodies. The medical Inspectors were never employed as the Surgeon General contended that the rates of allowances in addition to cadre pay proposed to be allowed to them (viz. Rs 100 each) were inadequate-Towards the latter part of 1922 Major Russell who examined the reports of medical inspection already conducted in aided institutions recorded the opinion that the whole work of medical inspection was capable of much improvement and suggested possibilities of laying down revised arrangements for the better conduct of this work. Pending the formulation of improved arrangements the D.P.I. was instructed to keep the system of grant-in-aid previously sanctioned in abeyance.

2. While the revised arrangements were being considered the Hon'ble Sir Charles Todhunter noted that medical inspection without some provision for treatment of pupils was useless and wanted a scheme which would not throw any liability on Government-cost. In other words, his idea was that the whole/of medical inspection should be recovered from pupils. The Hon'ble the Minister has marked the file for discussion with the Special Officer.

3. It may not be out of place to observe here that in England grants for medical inspection of schools form a legitimate charge on national resources and on the resources of local authorities. There is a recognised system of grant-in-aid from national funds limited to one-half of the net expenditure incurred by the local Educational authority on medical inspection.

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With this ~~note~~ ^{remark} there are ~~even~~ ^{even} ~~more~~ ^{more} ~~to be~~ ^{to be} ~~considered~~ ^{considered}.

linked file V

(5) ~~the~~ ^{the} ~~raising~~ ^{raising} of fees in secondary schools and colleges.

The Retrenchment Committee recommended that college fees might be raised so that the receipts might be ~~equal~~ ^{equal} to the expenditure. In that ~~con-~~ ^{noted} ~~nection~~ ^{connection}, the Hon'ble Sir Charles Todhunter ~~decided~~ ^{noted} that the question of fees in secondary schools and colleges, public and private, needed enquiry. The standard rates of fees in secondary schools and colleges were last raised in 1911 ~~and~~ ^{and} 1912. At the meeting of the Legislative Council held in February 1920, in connection with a resolution moved by Mr. Siva Rao for providing a special allotment for raising the pay of teachers in secondary schools, the suggestion was put forward by the D.P.I. ~~that~~ ^{that} the rates of fees in secondary schools might be raised. This, however, raised a chorus of opposition from the non-official members of the Council. The Hon'ble the Minister has noted already that Government should not raise the standard rates of fees unless the people demanded it. ~~It~~ ^{It} is doubtful whether the present is a suitable opportunity for considering the question of raising the rates of fees.

linked file VI

(6) ~~the~~ ^{the} ~~subsidies~~ ^{subsidies} to local bodies towards the cost of maintenance of secondary schools under their management.

At present, subsidies granted to local bodies for secondary education fall under two heads—

- (1) Fixed or recurring subsidies, and
- (2) Variable subsidies based on the net cost of institutions.

The latter is of several kinds, for example, full net cost, half or two-third ^{or the fractional} net cost, net cost for a portion of the school, etc. This method of payment of subsidies has considerably increased the work in the D.P.I.'s office and the Secretariat and

with/

with the increase in the number of schools under local bodies ^{the} ~~the~~ system has become very complicated. It has therefore been considered necessary to ~~replan~~ ^{replan} it by a system of a fixed subsidy to each District Board and Municipal Council towards the maintenance of all the secondary schools under its management. Detailed proposals in this regard have been put forward. But the Finance Department has suggested that the question should be examined by the special Officer proposed to be appointed.

(7) Scope and aims of vocational training in schools imparting general education.

For sometime past the Educational Department has been taking steps to introduce some form of practical training in the ordinary elementary and secondary schools. The Hon'ble Sir Charles Todhunter considered that the question how far such practical training might form part of the general educational scheme should be examined by a special Officer. ~~It is submitted that~~ The same question ~~recently~~ formed the subject of debate in connection with the voting of grants for education at the last budget meeting. After long discussion, the Council by a large majority accepted the present policy of providing for practical training in ordinary schools.

(8) Expenditure on Scholarships.

The Retrenchment Committee recommended that as a measure of economy, the present expenditure on scholarships of Rs 2 ⁴/₃ lakhs should be reduced at least temporarily to 1 ¹/₂ lakhs. This question was fully examined and it was held ^{by this Dept} that any such reduction would be a retrograde measure in the present state of education in this Presidency. The Hon'ble Sir Charles Todhunter considered that the question whether scholarships now given are really serving useful purposes should form part of the special Officer's enquiry. The scholarships awarded by the Educational Department are mostly for pupils belonging to backward Classes and if

any/

any curtailment is effected in the expenditure under this head, it will affect mainly the spread of education among the educationally backward Classes.

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note file below

vide also Ret.
Committee's
recommendation
dealt with in
the note file above

Linked file VII

10/5/24

Refranchement Committee's recommendation

(6) VOCATIONAL EDUCATION

The Committee consider that the money at present expended on vocational education might with greater advantage be spent on manual training or on technical education. In the present state of the finances of the Provinces, they do not consider that further expenditure on vocational education is justified.

Director's remarks

(6) Vocational Education.-

I should not be averse to the adoption by Government of a recommendation that expenditure on vocational education might - with greater advantage be spent on manual training or ~~pre-vocational~~

pre-vocational education or on technical education. Some of the schemes which have recently been introduced have been manual - - training schemes or pre-vocational schemes while others have been vocational.

The necessity for the introduction of some form of practical training in ordinary educational institutions is admitted on all hands. The Calcutta University Commission in defining the aims of a good secondary education ^{has} stated that the hands of the pupils "should be trained to skilful use". As regards the kind of training to be provided, boys in ordinary schools -- ~~ely~~ & secondary, are of varying ages. The practical training given to the boys of 5 to 10 years of age reading in elementary schools ~~are~~ in the primary departments of secy. schools should naturally ~~be~~ not be the same as that given to boys of more advanced years reading in the higher classes of secondary schools. Such a differentiation is now being made by the provision of instruction in drawing, clay-modelling, card-board work and similar kinds of elementary type of hand work for boys engaged in acquiring a knowledge of the three Rs. For the advanced pupils however, practical training in carpentry, weaving and similar subjects is being given. ~~For this~~ In this department, the former kind of training goes by the name of 'Manual training', while the latter is called 'Vocational training'.

2. The use of the term 'Vocational training' may lead one to think that the training provided is intended for turning out skilled workmen and foremen. This, however, is not the case. The training given under the name of Vocational training is only intended to ^{give a bias towards} ~~train the student in a particular~~ ~~Education while he is in school is intended to~~ ~~the eye of the public and, as such, forms part~~ ~~of the general education giving a definite bias~~ ~~in one or more directions~~ and prepares the

p. 91. Vol IV
of the report

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para 6, h-8
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p. 49 of (F)

DPI's remarks
awaited

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of the function of each system.

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11.10.23

This dept has no remarks to offer on the suggestion to spend more on technical education. In fact such schools will legitimately be the next stage of education for our vocationally trained men.

2. The Ret Committee is in favour of continuing expenditure on manual training & against spending money on "vocational" training. The D.P. I prefers money to be spent on manual training & prevocational training & against vocational training.

3. As noted by the H.S., there is here a confusion of nomenclature. What is now called vocational training in the Edcl Sect is what the D.P. I calls prevocational. Our object in attaching "vocational" classes to secondary schools is to supplement book instruction with training of the hands; it is similar to practical work in science classes. It enables also a pupil to discover his bias, to sidetrack to a technical school instead of aimlessly working time in higher university classes.

4 So the result stands as follows:—

Expenditure on manual training is covered justifiably by the Ret Committee, the D.P. I and the Edcl Sect.

Expenditure on "vocational" training is covered jointly by the D.P. I under the term prevocational & by the Edcl Sect & shared by the Ret Committee.

I note that the D.P. I says that some of the schemes are vocational; this is a defect & wrong; teachers will have to be instructed to have the pupils on what he calls "prevocational" lines }

5. The only point where needed is "Vocational training".

But the Ret Com does not probably realise that what is "manual training" in elementary classes is vocational training in secondary classes. A more dangerous ignorance lies in the deliberate decision to confine education in secondary classes to literary education. If the Great War has taught us anything & if the lessons learnt in other countries on the results of compulsory education are to serve any purpose, it is absolutely clear to an educationist that the literary education we hitherto had in India is lopsided & is not Education proper.

From an administrative point of view, to confine secondary education to literary is a very retrograde step.



Law Econ no 3789 B-1

12.10.23

L. En 3789 B

12/10/23

June (10)

Submitted. ~~See~~ Law may be

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O.S. No. 137 L-1 J.R.

12.10.23



Law

Law (Eds)

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13.10.23

15/10/23

8/18
This is an important matter of
Educational Policy which cannot be
cut down by a retrenchment Committee
and not assigning any reasons. If I am
permitted to say, I do not know whether the
significance of the policy is fully discussed
by this Committee - The recommendation is opposed
to the accepted policy of Education in every
country - D. P. I. note that names
but not about principle.

This important ^{policy} ~~question~~ was recommended by the
Secondary Education Committee appointed by Govt as a
Committee named in the Legislative Council.

I do not know how the retrenchment Committee
can deal with the policy. No saving can be
effected, ^{in the working} ~~in the working~~ ^{that is their province} ~~that is their province~~
being an important matter I would like
to place the matter before the Education Advisory
Committee.

I support the note of the Secretary & oppose
any stage the suggestion of the retrenchment Committee.
The Legislative Council accepted the policy during
last two years in the budget.

15/10/23

19/15
As I have noted elsewhere, the Retrenchment
Committee were fully alive to the necessity for
the expansion of education, and therefore they
devoted themselves to endeavour to suggest means
of reducing expenditure on the less essential
enterprises for the purpose of finding more ~~more~~
money for those that were more essential.

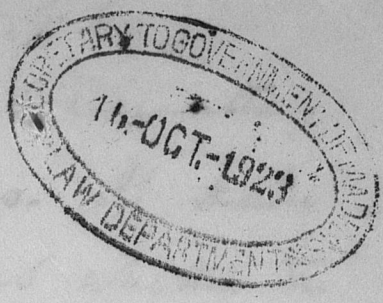
2. When the Department itself betrays such
extraordinary confusion of thought on the whole
subject of vocational education as these notes
exhibit, laymen might perhaps be excused if they
had exhibited the ignorance with which the Re-
trenchment Committee are charged. I venture to
think, however, that the Retrenchment Committee
had a very definite idea in their head. They were
all of them people with some practical experience.
They were prepared to support any form of education
for which they could see some real practical use.
But when it came to talk of inducing a prevoca-
tional bias or "side tracking to a technical school
instead of aimlessly wasting time in higher univer-
sity classes" they thought that it was time to
cease expenditure on such ^{vain} ~~vain~~ objects and devote
the money to much more practical use.

3. Personally, I cannot refrain from a strong
sympathy with their attitude. There may be some-
thing in this vocational idea, but if there is, I
would venture to say that we should wait until
some other country has tried and proved it before
we launch out on a very expensive experiment. We
have an immense amount of lee-way to make up
in spreading the knowledge of the three Rs through-
out the country. I would venture to think that we
should ~~first~~ utilise our money first on making up
that lee-way and leave experiments on the side
lines to other countries by whose experience we
can learn hereafter.

4. I would request circulation to H.E. the Governor.

16.10.23

Submitter
M. J. 10/23



OLD 8.
17.10.23

HAZ. I really can't quite understand my hon. coll. C's note. Govt. approved my hon. coll. C's proposal to start vocational training in order to bring pupils up not merely, as in the past, to literary efficiency, but to see if any who show aptitude for some practical occupation who might be useful to them professionally.

Does my hon. coll. C's wish to go back on all this? I don't think this would be very advisable, much as I want to encourage elementary education. I do not think that it would be in any way wise to shut down this start in vocational.

I can't see what the Retrenchment Comt. has to do with this. This is surely an administrative matter which Govt. should decide.

If my hon. coll. wishes for a Cabinet discussion on this, I am quite willing. 15.10.23

Maybe resub. to the Hon'ble the Finance Member

21.10.23 M. J. 24/10/23

The Cabinet accepted the principle in the budget all about the higher schools on two previous occasions - 24/10/23

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The Retrenchment Committee in dealing with the subject of Education made a number of proposals, not to introduce an absolute saving on this branch of expenditure, but to divert expenditure to the more essential branches while reducing that on the less essential.

2. The Hon'ble the Minister has objected to most of these proposals on the ground that the Retrenchment Committee's recommendations are questions of policy, which are not for the Committee, and His Excellency the Governor, while expressing doubt as to the propriety of the recommendations, has expressed his readiness to have the matter discussed in Cabinet if the Finance Member wishes it. What I have ventured to suggest in an interview with His Excellency the Governor is that there are certain aspects of educational expenditure which do seem to need examination, perhaps by a committee, and His Excellency has expressed his willingness to consider proposals on these lines. The following note deals with this particular aspect of the question.

What are these?

3. The most important is that of the grants-in-aid. Grants-in-aid are at present given under the following heads:- Teaching grants or fixed grants; Building grants; special grants for furniture, apparatus, etc; Hostel grants.

4. The manner in which these grants are to be distributed is laid down in the Grant-in-aid Code, in itself a sufficiently complicated publication. But this has been supplemented by ephemeral orders, the effect of which has been, as the Director of Public Instruction has written in a recent u.o. note, that while what ought to be aimed at is directness and simplicity, every new concession

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the Government gives gives rise to increased confusion. I may give two instances of the confusion. In the course of the budget debate of 1920-21, when we were using all sorts of makeshifts to meet the demands for increase of salaries, a special plea was made to increase the pay of the teachers in private secondary schools. Agreement was come to during the debate to give a grant of Rs. 1 lakh as a temporary measure to meet immediate difficulties. It is clear that this grant was based on no sort of principle. But a repetition of it in subsequent budgets slipped through under the plea that it was a sanctioned scheme and endeavours have been made to frame a code of rules for administering it. Similarly in a resolution moved in January 1922 a plea was made by a non-official member for treating as part of the expenditure under management any fee which ~~they manage~~ might collect in excess of the standard rates. An order was passed on 20th December 1922. After nearly a year, the D.P.I. and the Department are still endeavouring to arrive at some sort of reasonable method of carrying it into effect. The result of the discussions seems to be that there is no such method.

5. Meanwhile, in discussing the recommendations of the Educational Conference of 1916 ~~Mr. D. P. 9~~, suggested a conference to consider the revision of the standard rate of fees, a suggestion which he has renewed on several subsequent occasions. It seems most desirable that an enquiry should be made at once into the matter, as also into the question of the fraction which the Government grant should bear to the ~~fees collected~~ ^{net cost} should be taken up.

6. Another instance is that of vocational education. The conclusion of ^{the} Couchman Committee on the subject runs as follows:-

Gov. No. 1486

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(9)

Gov. No. 1600

20.12.22

(8)

Mr 2-3 of

Gov. No. 1346 (H)

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p. 10 of Report

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23

18

"At the third general meeting held on the 22nd November 1922, the proposition of Mr. S. Arpudaswami Udayar, that 'the Committee recognises the value of manual training and is also of opinion that vocational and industrial training with advantage be included in the curriculum of ordinary schools as optional subjects', was put to the vote and carried by a majority of eight against five after a considerable amount of discussion. Mr. Cotton, the Director of Industries, who was present at the meeting, dissented very strongly from this resolution and subsequently submitted a note on the subject which is appended to this report as annexure I."

A perusal of the literature collected by the same committee and subsequently seems clearly to show that in the countries that have tried ^{vocational training} ~~this~~ it has been discarded as a useless fad and that the lines to concentrate upon are Manual training and industrial education. No regular scheme for its expansion having been evolved, the grants have hitherto been in the shape of lump sums which have to be distributed as ^{the} year goes on. The idea has been that these should be distributed on the ordinary grant-in-aid principles, but experience shows that managers in many instances are not prepared to pay their share or any share of the cost of this new experiment. Consequently the numbers of applications for three-quarters or full grants are coming in and another batch of conventions is growing up.

7. Other instances of the same sort could be cited, for instance there are at least ^{half} a dozen varieties of what are called 'not cost models'.

8. It may further, I think, be said without fear of contradiction that the whole question whether education generally or elementary education should not be taken over by Govt. and cease to be a concern of local bodies is one of the questions most urgently calling for decision.

9. The confusion that at present exists on this subject leaves managers in a state of uncertainty and doubles and trebles the work of the D.P.I.'s office and the Secretariat. It is believed that a practical committee or a really capable officer on special duty ought to be able, without any very revolutionary

(4)

22

changes, to straighten out the existing mass of confusion in a way which would mean an enormous saving of labour and time to all concerned.

10. It was an enquiry on these lines, coupled with the drawing of a distinction between the expenditure that ~~are~~ essential and that which ought to give place to essential necessities that the Retrenchment Committee wished to see.



I have already noted on another file that I think an ^{enquiry} ~~discussion~~ on this rather matter connected with Education is most desirable.

W. 9. 11. 23

May be subd to the Honble the Minister.

The file referred to by His Excellency is linked below.

8x 12.11.23

13/11/23

M3. Rules relating to Grant-in-aid of Vocational Education were already approved. The matter relating to the revision of the Grant-in-aid Code and the Edn Rules was taken up by me in last Dec. It was referred to the D.P.G for a report so that I should be able to submit notes. D.P.G points out the matter may await till the formation of Secondary Education Board.

pp 4-6 of 25

82 Ed. 15.1.23

13/25

These opinion in the matter will be
 very valuable. The Board consist of
 Headmasters & teachers engaged in
 Aided institutions and public
 Schools managed by local bodies etc.
 The question therefore will again be
 referred to D.P.D. to consult the District
 Boards and to send up proposals
 if necessary, an Officer will then be placed
 to examine the details to assist Govt
 pass orders on the above question.
 In the meanwhile the District Boards
 may go into the budget for '24-25 as
 before.

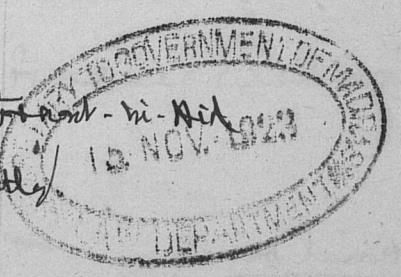
13/11/23

I spoke to Mr. E. about this matter.
 The matter will again be discussed after
 Mr. C. returned from Simla.

In the meanwhile the above refers may
 come.

15/11/23

So far as the Edl. Rules & the
 Code are concerned, the Honble. the Minister apparently
 refers to Mr. D.P.D.'s letters at pp 4-6 of G.O.
 No. 82 Edl. d) 15.11.23. The D.P.D. had since
 sent up a draft of the revised Educational
 Rules which have been examined in office.



Slip I

14/26

The file as now with the D.P.D. having
 been sent to him w/o on the 22nd Sep. for
 further remarks. It is presumed that at
 this stage it is not intended that the D.P.D.
 should consult the Sec. Education Boards so
 far as the Edl. Rules is concerned.
 A draft memo asking the D.P.D. to
 take the opinion of Sec. Edn. Boards before
 submitting his proposals for the revision of
 the Grant-in-Aid code is dated.

19.12.23

19.11.23

20/11/23

M2

I made an addition which
 the Ex. Exam. & is
 all right & then issue into
 the addn.

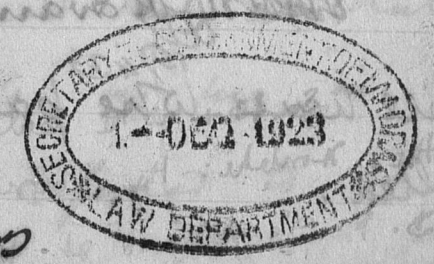
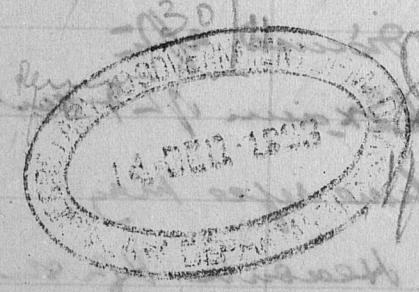
20/11/23

Issue with the om. of the last sentence

28/11/23



(1) I am



Vocational training
 Retrenchment
 Committee - recommend-
 ation

come up if necessary
 Expect committee
 This will be
 when the
 is approved
 21/12/23
 2.23

The Honble the Minister may talk the
 matter over with the Hon. the Indian Councils.
 Please see p. 13 above.

12.12.23

13/11/23

15 27
M₂'s query on the previous page.

The expert committee will, among other
matters, consider the question of grants

in aid. The question of grants in aid
of vocational training will, therefore, be

considered by that committee. The question
whether vocational training is a suitable subject for

20.12.23 Secondary schools will be considered in
connection with Secondary Education Com-
mittee's report: but H.E. has ordered that this matter
should also be placed before the Committee. p. 12 above

20.12.23

M₂

Will you please discuss with me proposed for
a Committee at a convenient date.

20/12/23

The Hon'ble the Minister suggests the
following constitution.

President. The D.P.S.

Members. Mr. K.R. Sadashiv Rao Ex-Officio
Rev Mr. Lenth

Mr. R. S. Ramiah for Headmaster of the school

The last will have to be paid to; finance will have
to be committed.

For approval

M₂

C

21/12/24
If D.P.S. & D. P. S. in the last case
we may nominate Headmaster of
Municipal High School in Mysore

16. 28

21

I would venture to suggest that what is
needed in this case in the first instance is the
appointment of a single office, who ^{will} be thorough-
ly competent to reduce the existing confusion,
as illustrated, for instance, in paragraph 4 of my
note on page 10, to order, dealing in this way (1)
with such questions as grants-in-aid and other
subsidies, (2) revision of rates of fees, (3)
net cost schools, (4), the inter-relations of
District Educational bodies, Local bodies and
Government, and (5) the proper spheres of manual,
vocational and industrial education. It is
essential that we should have a clear summary of
orders that have been issued in recent years ^{having} on
these various points as a basis upon which to
construct any policy which may be decided upon,
and I think the best course would be to put Mr.
Grieve on special duty as soon as he rejoins to
examine this matter from this point of view.

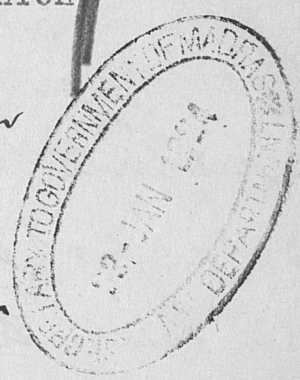
2. This spade work having been done, I
would venture to suggest that there should be
associated with Mr. Grieve an officer of adminis-
trative experience and that the two of them
should be asked to make proposals for such re-
organizations as appear necessary as the result
of the inquiry. To take a single instance,
if it is true that there are a large variety of
schools as net ~~xx~~ cost schools, I would suggest
that they should devise a scheme of rules for
the administration on a uniform basis of such
institutions and for their finance. For this
purpose I would suggest associating with Mr.
Grieve Mr. Todd, now Sub-Collector of Chicacole.
I suggest this association because I am afraid
that an educational officer by himself ^{would be} apt

17. 29

to not to see the wood in the trees, and I think an officer who has seen the working of the policy from outside would probably be able to help in taking a broad view of the major questions raised. Mr. Todd was an excellent Under-Secretary and has been Collector of Ganjam sometime past. He has just reverted to the Sub-Collectorate at Chicacole and ~~would~~ ^{will} be going on leave at the end of April so that he would just be available for the right time. He need not join ~~us~~ until the end of February.

3. As the two officers prepared their scheme they could submit proposals piecemeal to the Hon'ble the Minister, who could then, if he so desired, take the advice of his Educational Advisory Committee upon them. And this would bring in ~~an~~ ^{the} element of non-official advice. As soon as a decision had been arrived at, it would be useful to employ the same two officers to reduce the proposals to the shape of rules and orders, in other words, to revise the Codes which have got into such confusion.

4. I hope I may be excused for venturing these detailed suggestions on what is undoubtedly in the main an administrative question



22.1.24

Submitted
25/1/24

Submitted direct to H.E.

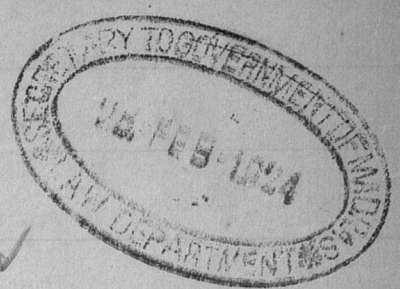
25/1/24

M2

H2

30. 22

I am sure my hon. coll. H² will excuse me for sending forth this letter before he has noted on C's note. My reason for doing so is that, as I think this question is one of the highest importance, and I am not going to be here much longer, I wanted to know what steps had been taken to expedite the proceeding with the General Enquiry on which we are all agreed. I know my hon. coll. H²'s enthusiasm for getting things done, & he has done much already in regard to Education. But I can't help feeling that the whole of his question is getting so big & the expenditures so increasingly large, that we ought to take stock of the position at once, & lay down a definite basic policy from which we can advance as funds are available in regard to all branches of our Educational system. I do, therefore, definitely make a proposal to my hon. coll. on this matter. Let Mr. Place W. de la Baillerie on special duty work out a policy; he shall work in the Secy. shld. be in touch with my hon. coll. myself. Let Mr. Jones be appointed back as S.P.D. for the enquiry must take some time owing to its magnitude. I feel if we do this, we shld. get our Educational policy on a sound basis, rather than, as I feel now, moving forward without any fixed scheme but in deference to the opinion of the legislative Council who may at any time urge some beneficent, expensive but not very practical proposal who may not be in accord with our general scheme.



W. 25.2.24

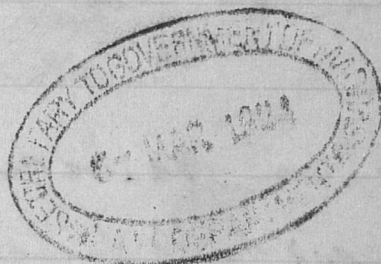
29 31
After discussion of the matter with
H.E. and Mr. H.M. Colquhoun of
the following note is made.

The Secy will please circulate the
note to Public & Finance also.

88

A This note or one need not be circulated
again as the it was read out to
the Cabinet today and was
approved by the Cabinet. Advise
Director.

88 5/3/24



20 32 23
On his return from Delhi, Mr. Moir may be
placed in charge of the examination of educational
finance. The first question to be dealt with is
the revision of the grant-in-aid system, simplifi-
cation of rules affecting subsidies, grants, net
cost schools etc. This matter was referred to
him before when he was appointed on special duty
as Joint Secretary, Law (Education). The District
Secondary Education Boards were already consulted
on the subject and their recommendations will be
dealt with by him on receipt of D.P.I.'s report.

2. Mr. Moir will also complete the working
of the scheme for expansion of elementary educa-
tion which he began before and state its full
financial responsibility with a view to financing
the scheme within a definite period of years.
Until orders are issued on this scheme, expansion
of elementary education will be carried on present
lines as far as possible.

3. Mr. Moir's note on these two ~~questions~~
matters will be placed by the Hon'ble Minister
before the Educational Advisory Committee and
thereafter before His Excellency the Governor.
The programme will issue after the matter is
considered by Government. After these two
questions have been completely dealt with Mr. Moir
will deal with a general statement of educational
finance and lines of development relating also to
other branches of education so that a complete
programme of finance may be available for easy
scrutiny by the Finance Department.



88 29/3/24
Approved 5.3.24

22/3/24

The question will be discussed
with again after the budget discussion
and over *Dr. P. M.*

now
The file may be resubmitted to M2

AD
4/4/24

A
4.4.24 *W*
7/4/24

M2.

The case may be put up at Odiaund

M. M.

The file may be resubmitted
to the Honble the Minister.

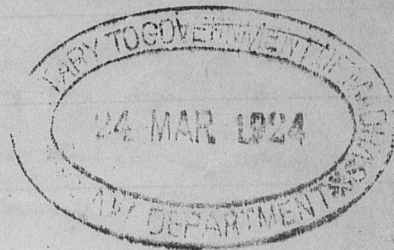
AD
24/4/24

VTK
5/4

M2.

I will be obliged for a
full and detailed note *on* the
particulars of work that H.C.
proposed to be investigated by the
Spl Officer.

It is no good saying generally
"Educational Finance" - we shall need
definitely what are the items of
work in Education that require invest-
igation. If it is possible to collect
all the information for the file and the
notes of H.C., it will enable me



(The connected files
are also sent)

M. M.
1/5

(i) Grant-in-aid.

- (a) Spl grant of 1.15 lakhs for
raising pay of teachers
- What system to be adopted
- (b) grants for Excess fee collection
- (c) grants for medical
ins-patients
- (d) grants for vocational
training - Rules have
already been laid down
and the Council has been
to continue the present
system.

(ii) Subsidies to local bodies

- (a) for Elementary Edn
- (b) for Secondary Schools
- not cost school

(iii) Question of fees in Colleges & Secondary Schools

[- a subsidiary question in this comes
is the application of 10 per cent fee
concession to net cost schools. The
concession has been applied to ~~foot~~
schools, schools maintained from
funds of local bodies and also to
schools under private management,
the income lost by the part of the Council
in the last case being taken into account

file VIII

in the assessment of grants. The residual question is whether the cost of the concession in the case of local bodies' schools, the net cost of which is borne by Govt, should also be met from Govt funds. This question will naturally come up for consideration in connection the large question of subsidies to set cost schools. - Item (ii)(b) above.]

(iii) Scholarships. - Whether they are really useful & should be continued.

2. Of the above. (ii)(b) is ripe for examination. (ii)(a) is a settled matter, the only question remaining being whether savings in a particular year relating to part of subsidies for E.L.T. education should be debited for the subsidies payable in the subsequent year. This is a small matter in which Govt will have to make up their mind in view of the advantage to be gained by making the subsidy fixed. Item (ii)(b) is really giving trouble ~~for~~ and it is necessary to systematise & lay down fixed principles, which will not involve the examination of the finances of the local body concerned without at the same time ^{fixing} the present scale of assistance ^{received} ~~received~~ ^{to those institutions}.

3. In regard to grant-in-aid system,

suggestions have been called for from the Secondary Edu Board & the D.P.T. These may have to be awaited.

p. 24 above

grants in respect of (i)(a) & (i)(d) are already being disbursed under ~~an~~ an arrangement which is now in force.

(i)(b) has not yet been started at all.

(i)(c) has been stopped for further

examination. This alone is somewhat regrettable & may perhaps be considered in advance of the

4. Items (iii) & (iv) are large issues ~~involving the public representation~~

in the consideration of which not merely educational interests will be involved.

The public keenly watch the matter and will obviously be very jealous of any whittling down of facilities or rendering the system costlier.

13-5-24



Flag (2)

The note placed below shows the subjects that have been suggested from time to time for examination by a special officer.

2. The simplification of the system of grant-in-aid and of subsidies to local bodies (for elementary and secondary schools) is the most important of these questions. The detailed points that arise under this head are outlined in the D.P.I's d.o. of the 23rd February. There are six files on the subject in which different aspects of these questions are discussed and these have been marked for a special officer

④ files kept in office.

3. I think it important to appoint an officer at an early date to take up these questions. The discussions in the notes on these files show how complicated the present system-e.g. net cost secondary schools- is and the sooner simplification is effected, the better.

4. I do not think the Secretariat or the D.P.I's office can undertake this examination along with the regular work. Information has to be collected on many points; systems in other provinces have to be studied; and detailed proposals have to be worked out in accordance with local conditions. All this requires a special officer.

5. I suggest the deputation of an educational officer for this purpose; he should be assisted by a superintendent of the Finance department who is conversant with the financial aspects of the educa-

educational questions.

6. I see from the papers that it was once proposed to place Mr. Littlehailes on special duty. I do not know if this will be found possible now. A junior officer will perhaps do, as the D.P.I.'s advice will be taken on the principles involved. I suggest Mr. Saunders (D.E.O. Tinnevely).

7. If M₂ decides on the deputation of an officer I shall make the necessary proposals through the Finance department.

VTK

25/5

M₂

It is desirable that the matter should be fully enquired into and definite proposals are prepared. An Educational Officer and one of the Asst. Secretaries (a Deputy) Finance will be able to do the work. I shall be glad to have the assistance & advice of Mr. Hoar. but he will not be available till October next. A meeting of next time.

I also like to talk to D.D. I before we decide on the Officer & this enquiry - let this Govt tell his view -

25/5-24



The file may be resubmitted to the Honble. the Minister with reference to portion of his note on page 28 supra.

30.6.24

30.6.24



I talked to D.D. I, there is no suitable officer at present. The work done is not very large. Revision of part in and code of a new Chapter - he called for opinions and will be analysed and a report will be submitted to D.D. I, thereafter the necessity for further work will arise. It seems to me there is no really urgent effort of a special officer now. On the meanwhile the Secy may please take up each file in pending and prepare the cases for disposal. The work is already begun as for instance, the case of Subudis, not as yet taken up. Similar other cases may be taken up.

This has been done separately.

25/5-24

This file began with the consideration of the recommendation of the Retrenchment Committee that expenditure on manual training should be limited to schemes approved in 1923. Subsequently the question of appointing a special officer or a committee to go into the question of ed. finance was considered. It has been decided that no such officer or committee is necessary for the present. Provision for new schemes of manual training has been made in the Budget estimate for 1925-26. This file may now be closed and the papers recorded.

849
6.4.25
A
6.4.25
V.T.
7.4

Vocational Training
Retrenchment Committee
Recommendation - Study
in Notes - Recorded

Page 1 - ante
Page 9-28 ante
Page 29 ante

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192

READ AGAIN G.O. No. 192 DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

LETTER OF GOVERNMENT

STATEMENT WITH DFTO.

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