Scott. II-27—39,004—24-10-44

Edn. & P.H (1945) Department.

MS SERIES.

G.O. No.	122 E 43
Dated	17.1.46.

262

Back Papers.

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

Further Papers.

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

26872

(2)

23 AUG 1943

No.F.10-30/43-C.A.B.
Government of India.
Department of Education, Health and Lands.
(Central Advisory Board of Education)

Simla, the 19th August, 1943.

From:- John Sargent, Esquire, C.I.E., M.A.,
Joint Secretary to the Government of India,
To:- The Secretary to the Government of Madras,
Education and Public Health Department, Madras.

Central Advisory Board of Education in India - Special Session to be held in Dehra Dun - Post-War Educational Reconstruction Scheme.

Sir,

I am directed to state that it is proposed that a scheme for Post-War Educational Reconstruction for this country should be submitted to the Reconstruction Committee of the Viceroy's Executive Committee early in 1944. The Hon'ble Member in charge of this Department who is the Chairman of the Central Advisory Board of Education in India has therefore decided to convene a special meeting of the Board to consider a Memorandum which this Department have prepared on the subject. The special session of the Board will be held at Dehra Dun on Wednesday, Thursday and Friday the 13th, 14th and the 15th of October.

P.T.O.

The Memorandum will be circulated early next month.

In view of the importance of the subject and of the fact that some parts of the Memorandum necessarily concern Universities, the Inter-University Board is also considering the question of holding a special session in Dehra Dun on the 11th and the 12th October. This would afford an opportunity to both the Boards to discuss jointly, if they should think it desirable, those parts of the Memorandum which are of common interest to them.

2. I am to request that the name of the person who will represent the Provincial Government at the special session of the Board may be intimated at a very early date to this Department. According to the present constitution of the Central Advisory Board of Education, the representative of the Provincial Government should be either the Minister in Charge of Education (or his deputy) or the Director of Public Instruction (or his deputy) or such other person as the Provincial Government may nominate in this behalf. The presence of the Director of Public Instruction, in addition to the representative of the Provincial Government if the former is not one, will however be welcome.

I have the honour to be,
Sir,
Your most obedient servant,

for Joint Secretary.

P.C.
S.35 DM 18-8-43

3

Bc Dir (B)

No. 26872. From the Govt. of India, Depn of Edn. Health & Lands No. F.10-30/43 C.A.B dt 19-8-43

No 26872. dt 25/8/43
No 26872/B/43-Hqrs dt 27/8/43

Dear Sir Maxwell,

Central Advisory Board of Education in India - Special Session to be held in Dehra Dun. Post-War Educational Reconstruction Scheme

I am to forward a copy of the letter from the Govt. of India, Deptt. of Edn. Health & Lands No. F.10-30/43 C.A.B dt 19-8-43 and to ask whether you would like to attend the meeting of the

4

Central Advisory Board of Education, which is to be held at Dehra Dun in October 1943.

4
24/8

25.8.43

25-8-43.

25.8.43

Note The letter from the Govt. of India may be circulated to A3 for orders on paragraph 2 of it.

25.8.43

25.8.43

Show me D.F. I answer.

Sir R.M. Statham
C.I.E. I.E.S.
D P I

forwarded with (4 & 5)
enclosure
26/8

For appt. of D.P.I.

25 AUG 1943
SECRETARIAT EDN. AND P.H. DEPTT.
GOVERNMENT OF MADRAS

5

D.O. Director of Public Instruction,
Madras, 28th August 1943.

28109

My dear Subramanian,

Please see your D.O. No. 26782-I B, Education, dated the 25th instant regarding the meeting of the Central Advisory Board of Education in India at Dehra Dun in October. I discussed the question with Mr. Austin yesterday and he considers that I ought to attend the meeting. As I am already a permanent member of the Board, I therefore, propose to go to the meeting at Dehra Dun in October. I shall be grateful if you will kindly inform the Government of India accordingly.

Yours sincerely,

R. M. Statham

PTO.

6

To

M.V. Subramanian, Esq., I.C.S.
Secretary to Government,
Edn. & Pub. Health Dept.,
Fort St. George, MADRAS.

15/9/43

Letter No. 26872 B/43-2 (Sch) Edn. & P.H. (B)
4/9/43

Ref. To

The Joint Secretary to the Govt. of India, Dept. of Edn., Health & Lands

Central Advisory Board of Education in India - Special Session to be held in Dehra Dun - Post-War Educational Reconstruction Scheme -

Sir,

I am directed to refer to your letter

2

8

letter No. 7-10-30-43-C.A.B. Dated the 19th August 1943 and to say that Sir Mewael C.I.E., the Director of Public Instruction, Madras, will represent the Govt. of Madras at the Special Session of the Central Advisory Board of Education which is proposed, will be held in Dehra Dun in October next.

Copy to D.P.I.

30.8.43

30.8.43



31/8

Note

A3 may see D.P.I's reply on p.5.y.

The question of sanction for the staff to accompany D.P.I may be considered on the receipt of application for it

30.8.43.

30.8.43

S|A3

30/8/43 A3

GOVERNMENT OF MADRAS.
EDUCATION AND PUBLIC HEALTH DEPARTMENT.
Letter/Ref.No.L6872-3 Edn

From

M.V.Subramanian, Esq., I.C.S.,
Secretary to the Government of Madras.

To

The Joint Secretary to the Government of India,
Department of Education, Health and Lands, SIMLA.

Dated, Fort St. George, the 28th Sept.1943.

Sir,

Central Advisory Board of Education - Special session to consider Post-War Educational construction.

Ref:- Your letter No.F.10-30/43-C.A.B., dated the 19th August 1943.

I am directed to ask when copies of the Memorandum

10

on the subject noted above for consideration at the special session of the Central Advisory Board, will be circulated to Provincial Governments.

Your obedient servant,

(o/c) 28.9.43

Secretary to Government.

D.O. Director of Public Instruction,
Madras, 19th October 1943.

My dear Austin,

SUB:- Central Advisory Board of Education meetings at Dehra Dun - Inability to attend - Reporting.

Reference the orders of Government asking me to proceed to Dehra Dun for a special meeting of the Central Advisory Board of Education. I regret to report that, although I started for Dehra Dun I was forced to return to Madras owing to the floods.

Yours sincerely,

R. A. Sharma

21 OCT 1943

T. Austin, Esq., CIE., ICS.
Adviser to H.E. the Governor,
Fort St. George, MADRAS.

Tappal

No.F.10-37/43-C.A.B.
Government of India.
Department of Education, Health and Lands.
(Central Advisory Board of Education).

Simla, the 20th October 1943.

From

John Sargent, Esquire, C.I.E., M.A.,
Joint Secretary to the Government of India,

To

The Secretary to the Government of Madras,
Education and Public Health Department,
Madras.

Post-War Educational Development
in India - Memorandum.

...

Sir,

I am directed to forward for the information of the Provincial Government a copy of a Memorandum on Post-War Educational Development in India prepared by the Educational Adviser to the Government of India which was considered by the Central Advisory Board of Education at a Special Session at Dehra Dun on the 13th, 14th and 15th October 1943, and a copy of which has already been forwarded to the Director of Public Instruction of your province.

I have the honour to be,
Sir,
Your most obedient servant,

for Joint Secretary.

SECRETARY TO GOVERNMENT
28 OCT 1943
EDUCATION AND PUBLIC HEALTH DEPT.

35662

Secy's Section

Tappal

29/10

14

(9)

15

Education and Public Health
Department.

Memorandum No.35662-B-1, dated the 15th November 1943.

Post-War Educational reconstruction.

The Government propose to have ready a scheme of post-war educational development to be given effect to in the Province as soon as circumstances permit. They consider it desirable that the general lines of the scheme should first be settled. The Memorandum of the Educational Adviser to the Government of India may well be taken as the basis for examination, and the various proposals made there may be discussed. The decisions already arrived at by Government on some of the questions involved may duly be taken into account - e.g., Basic education, and the scheme of bifurcation of secondary school courses. On the other hand, certain questions where it had previously been decided not to proceed, not so much on grounds of principle as on considerations of finance and availability of personnel, may be taken up again for consideration in the present connection - e.g., Medical inspection of school children and Adult education in the sense of tackling adult illiteracy. Points not covered by the Memorandum of the Educational Adviser may well be worthy of consideration too - e.g., provision of military training, at least during the University course; other points may occur to the Director of Public Instruction. The Director of Public Instruction is requested to submit proposals, accordingly, outlining the general principles and objectives with reference to which a scheme may be drawn up. After considering those proposals, the Government will issue directions about the preparation of a scheme.

M.V.SUBRAMANIAN,
Secretary to Governme

To the Director of Public Instruction. ----

16

Copy of D.O.No. 4/RC, dated 30th December 1943, from the Lt. General, Secretary, R.C.C. Secretariat, New Delhi.

Reconstruction Planning.

--

I am directed to address you on the subject of post-war reconstruction planning, the greater part of which must necessarily be in respect of subjects falling primarily within the responsibility of the Provincial Governments. In paragraph 10 of Defence Department's letter No.F.19(8) MPS/43, dated the 9th August 1943 a request was made for urgent and energetic action on generous lines, without bothering for the time being about the exact method of financing schemes, although the point was stressed that planning should include in respect of each scheme a full and careful assessment of its financial aspect. While not overlooking the fact that hurried examination and hasty decision involve an element of risk, the Government of India feel that in view of the progress of the war, the work of reconstruction planning should be speeded up as much as possible, to enable an early start to be made on general co-ordination, and at least provisional decisions to be taken as to the development schemes to be put into operation within the first two postwar years and their relative priority inter se.

2. The pace and extent of reconstruction and development after the war will be limited by the two critical factors of materials and finance. In many cases machinery and plant will have to be obtained from overseas, and unless such demands are placed with Government backing through the Governments of the United Kingdom the U.S.A. etc. they are unlikely to be met for several years to come. Per contra, an early termination of the war in the West may permit of plant and technical assistance being obtained with Government backing before the conclusion of hostilities with Japan; and in any case priorities are likely to be decided at that stage which could not easily be upset at a later date. Even in respect of stores and other materials which can be provided from resources that will become available to Government at the end of the war (or earlier if and when the war effort is shifted from India to areas further East), it will probably be necessary to fix some order of priority for their allocation and use. Then again, the execution of certain schemes may be dependent upon grants or loans to be provided by the Centre. Co-ordination in all these matters will only be possible if the Centre is in a position to see the picture on a whole and to bring under review all the m largerschemes contemplated by Provincial Governments and the Indian States (including projects of purely local interest which can be undertaken by the Administrations concerned from local resources), along with the requirements of their own areas and departments such as the railways.

3. Each Department of the Government of India has accordingly been asked to obtain, in respect of the subjects with which it is concerned, preliminary reports from Provinces and States before the end of March 1944, [illegible] all the larger schemes contemplated by these administrations, in as full detail as possible. The precise details required in respect of each subject will be explained by the Departments.

4. I am to say that the Reconstruction Committee of Council have no doubt that the ready co-operation of Provinces and States will be forthcoming in this regard and that the information which will be furnished by Departments be furnished as quickly as possible. should be cabled.

---00---

Education and Public Health Deptt. (A)

MEMORANDUM No. 2763A-1 dated 25.1.44

Post-War Educational Reconstruction.

The Government of India have requested that preliminary reports on Post-War Reconstruction Planning should be sent to them before the end of March 1944. The D.P.I. is accordingly requested to submit the proposals on Post-War Educational Reconstruc-tion called for in Government Memorandum No.35662-B-1, dated 15-11-1943, sufficiently early so as to enable Government to formulate their scheme and forward it to the Government of India in time.

To the D.P.I.

20

27/68A.2

4/1/3

Port Lyttelton reconstruction

25th draft

Memo

The attention of the Min?
is invited to Gov. Memo 35662-01 of
15.11.43, and ref. 27/68A of 25.1.44 and
he is requested to expedite the proposals
called for therein.

1/15 and
1/19 and

[illegible]
29/2/44

27.2.44 29.2.44

To [illegible] 15.3.44

12

21

25th draft

27/68A.2
22.3.44

Dear Sir Maxwell

22/3/44

Port Lyttelton reconstruction

I am to invite
1/15 of a reference to Gov. Memo 35662-01 of 15.11.43
~~and to the report~~ on the subject mentioned
above and to enquire when the proposals
may
called for therein will be ~~submitted to Govt~~ expected

yours sincerely

[illegible]
21/3/44

S [illegible]

To [illegible] 22.3.
Sir A.M. Haultain

21.3.44

21.3.44

DF 9.

22

D.O. Director of Public Instruction,
Madras, 9th April 1944.

EDUCATIONAL SECRETARY, EDN. AND P. H. DEPT.
10 APR 1944
GOVERNMENT OF MADRAS

23

13

My dear Austin,

As you know, I have got partly ready a draft on Educational Post-War Reconstruction in this Province. Owing to continuous pressure of work I am finding it difficult to complete the report before I go on leave. Will you kindly let me know, very urgently, whether you desire that I should hurriedly complete it now or whether, as I think better, it might wait for my return in June. I do not think much will be lost if I send you a fuller and better report in June.

Yours sincerely,

R. N. Sharma

P.T.O.

To

T. Austin, Esq., C.I.E., I.C.S.
Adviser to H.E. the Governor,
Fort St.George, MADRAS.

16800

Two drafts.

Education and Public Health Department.

LETTER/Ref. No. 2768 A - 4 dated 11.4.44

To

The Secretary to/Government of India,
Department of Education, Health and Lands,
NEW DELHI, (with encl.)

Sir,

Post-War Reconstruction Scheme - Educational Department.

I am directed to invite a reference to the D.O. letter from the Secretary, Reconstruction Committee of Council Secretariat, New Delhi, No.4/RC, dated the 30th December 1943, in paragraph 3 of which it was indicated that the Government of India desired to have information by the end of March 1944 about the post-war schemes which Provincial Governments had in contemplation. I am to forward copy of a Memorandum sent to the D.P.I. on the question of post-war educational reconstruction and to say that the Direc-

26

-2-

tor's proposals are expected to be received only after June. I am to add that the information desired in para 3 of the letter mentioned above will be sent to the Govt. of India after the D.P.I.'s report is received and has been examined by Government.

Y.O.S.,

Draft II

D.O. No. 2768 A-5 dated 11.4.44

Dear Sir Meverel,

Post-War Educational Reconstruction.

With reference to your D.O. dated 9-4-1944 to Mr. Austin, I am to say that ~~your~~ the report on Post-War Educational Reconstruction can wait for your return from leave, but that Government would like to have it as soon as possible after that. I am also to enclose a copy of ~~a~~ a letter, No. 2768-A-4 dated 11-4-44, which is being sent to the Government ~~on~~ on the subject.

Yours sincerely,

Copy to the D.P.I.

Draft I

Sir R.M. Statham,
MA.,CIE.,IES.,
D. P. I., (with encl.)

15/25/7

15. 2768 A-7 25.7.44

Dear Sir Meverel,

Post war educational reconstruction

I am to invite a reference to my do. no. 2768 A-5 of 11.4.44 and to enquire when your proposals on post war educational reconstruction can be expected.

Yours sincerely,

22.7.44

To Sir R.M. Statham MA CIE DPI

NB An official reminder has gone on 3.7.44.

Government of Madras.
Education and Public Health Department.
-:-:-

From

Letter No.37300-A1. Edn.

C.O.Coorey Esq., I.C.S.,
Deputy Secretary to the Government of Madras.

To

The Honorary General Secretary,
Indian Library Association,
Imperial Library, Calcutta.

Dated Fort St. George the 31st July 1944.

Sir,

Draft model Indian Libraries Act.
Ref: Your letter No.292.Confl.IV dated 14th July 1944.

I am directed to acknowledge the receipt of your letter cited above and to say that among the schemes for post-war reconstruction, the suggestion for the provision of libraries for the removal of illitreacy among adults

P.T.O

P.B.MAO/--

SPECIAL OFFICER,
DISTRICT BOARD, VIZAGAPATAM.

EXPENDITURE - CAPITAL:--

1. Land and Buildings:-- An amount of Rs.7000/- is provided in the revised estimate for 1942-43 and an amount of Rs.15,000/- has been provided in the Budget for 1943-44 since the - - amount is required for the acquisition of lands for the extension of school buildings.

5. Contingencies & Equopment:--
EQUIPMENT -OTHER ITEM:-- } An amount of Rs.1500/- is provided - both in the revised estimate for 1942-43 and Budget estimate for 1943-44 towards equipment for freveocational classes in all Higher Elementary schools.

in the Budget estimate for 1943-44.

will also be considered.

Your obedient servant,

pas/31/7/44. Deputy Secretary to Government.

GOVERNMENT OF MADRAS.

(17)

Abstract.

Post-war Reconstruction - General Committee - constituted.

POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPARTMENT.
G.O.No.Ms.1, dated 29th August 1944.

O R D E R:-

The Government have under consideration a number of Post-war Reconstruction schemes intended not only for the benefits of soldiers on demobilisation but also for the population of the Presidency as a whole. For the purpose of co-ordinating the activities of the several departments in this regard, the Government have already established the Post-War Reconstruction (Co-ordination) Department with a separate Secretary to Government in charge of it. The Government have also decided that there should be a Committee - representative of all interests, official as well as non-official, to advise generally and make suggestions on Post-war Reconstruction work. This Committee will select, from its members, sub committees to deal with particular kinds of Post-war Reconstruction work, the sub-committees having power to co-opt additional members, who will not, in virtue of such co-option, have a right to be members of the General Committee. The General Committee will meet about once in three months; sub committees dealing with particular subjects will meet oftener.

2. His Excellency the Governor of Madras is pleased to declare that the Post-war Reconstruction General Committee shall be composed of the following official and non-official members:-

Official members.

1. Advisers to His Excellency the Governor.
2. Chief Secretary to Government.
3. Secretaries to Government - Finance, Revenue, Development, Education and Public Health, Public Works, Home, Local Administration, and Post-war Reconstruction (Co-ordination) Departments, and Additional Secretary to Government, Development Department.
4. Commissioners of Land Revenue, Land Revenue and Irrigation, and Post-war Reconstruction.
5. Chief Engineers, Buildings and A.R.P, Irrigation, and Communications.
6. Sir Henry Howard, Consulting Engineer, Electricity Department.
7. Presidency Port Officer.
8. Inspector of Municipal Councils and Local Boards.
9. Surgeon General with the Government of Madras.
10. Director of Public Health.
11. Director of Public Instruction.
12. Provincial Organizer, National War Front.
13. Commissioner of Labour.
14. Director of Industries.
15. Director of Agriculture.
16. Director of Veterinary Services.
17. Chief Conservator of Forests.
18. Registrar of Co-operative Societies.

Non-official

Non-official members.

1. Sri G.D. Naidu.
2. Diwan Bahadur C.S. Ratnasabhapathi Mudaliyar, C.B.E.
3. Sir R.K. Shanmugham Chettiyar.
4. Mr. W.J. Threlfall.
5. Kumararajah Sir Muthiah Chettiyar of Chettinad.
6. " C. Elphinston.
7. " Yusuff Sait.
8. Sir James Nuttall.
9. Sir Robert Denniston.
10. Mr. Abdul Hamid Khan.
11. General Manager, M. & S.M. Ry.
12. General Manager, S.I. Ry.
13. Sri T.S. Krishna.
14. Mr. F.H. Farmer.
15. Rajah of Bobbili.
16. Rajah of Venkatagiri.
17. Sri Rao Bahadur N. Siva Raj.
18. Lt.Col. Irwin.
19. " R. Suryanarayana Rao.
20. Diwan Bahadur Dr.A. Lakshmanaswami Mudaliyar.
21. Sir Ramalinga Reddy.
22. Rev. J. D' Souza.
23. Mrs. Mona Hensman, M.B.E.
24. Begum S. Mir Amiruddin.
25. Lady Runganadhan.
26. Mrs. P. Parijatham Naidu.
27. Sri V.R. Nayanar, (of Vengayil family.)
28. Mr. J.L.P. Roche Victoria.
29. Sri Rao Bahadur B.P. Sesha Reddi.
30. Sri Rao Bahadur T.M. Chinnaiya Pillai.
31. " K. Sitarama Reddiar.
32. " B. Ramachandra Reddi, C.B.E.
33. " Rao Bahadur G. Jagannadha Raju.
34. " Rao Bahadur V. Raghunatha Reddy.
35. " A. Lakshminarayana Rau.
36. Hon.Lt. P.V. Kristnaiah Choudary.
37. " G. Venkata Reddi.
38. " M. Pattabhiram Reddy.
39. Rajah of Ramnad.
40. " P. Ramamurthi.
41. Sri S. Guruswami.

The Secretary to Government, Post-war Reconstruction (Co-ordination) Department will be the Secretary to the Committee.

3. Travelling allowance will be admissible to the non-official members of the Committee at the following rates for journeys performed for attending the meetings:-

Railway Journeys. - one first class fare and one third class fare (if a servant is taken).
Mileage. - Twelve annas a mile.
Daily allowance. - Rs.7-8-0.

The extra third class fare is intended solely to cover the extra fare of a servant, whom the member can take along with him, and can be drawn only on the member certifying as follows:-

"I certify that the third class railway fare claimed in this bill was paid by me for the servant who accompanied me."

Members who have drawn travelling allowance in respect of a particular journey from some other source will not be entitled to draw travelling allowance from the Government for the same journey and should attach a certificate to their travelling allowance bill in the following form:-

"Certified that for the journeys or periods for which travelling allowance has been claimed in this bill, no similar allowances have been drawn from any other source."

When meetings of the Committee are held at stations at which the members are resident, or within 5 miles of their place of residence, they will not be entitled to draw any of the allowances mentioned above.

The Secretary to Government, Post-war Reconstruction (Co-ordination) Department will be the controlling officer for the purposes of counter-signing the travelling allowance bills of the non-official members of the Committee.

4. The

4. The expenditure on account of the travelling allowance of the non-official members of the Committee will be debited to "25.j. - General Administration - Secretariat and Headquarter establishments - Civil Secretariats - Post-war Reconstruction (Co-ordination) Department." The travelling allowance of the official members will be debited to the head of account to which their pay is debited.

(By Order of His Excellency the Governor).

D.I.R. Muir.
SECRETARY TO GOVERNMENT.

To
All the members.
The Departments of the Secretariat.
" Heads of Departments.
" Accountant-General through Finance.
" Secretary, Madras Provincial Sailors', Soldiers' and Airmen's Board, Bangalore.

Copy to the Secretary, Reconstruction Committee of Council, New Delhi.
" " " to the Government of India, Defence Department, New Delhi.
" " Information Officer and Special Press Adviser,
" " Chief Civil Liaison Officer, Southern Area, Poona.

Forwarded.
(By order)

Superintendent.

26. Mrs. P. Parijatham Naidu

POST WAR RECONSTRUCTION GENERAL COMMITTEE.
Meeting on 4th September 1944.

Agenda.

1. Statement by the Chairman. (His Excellency the Governor).

2. Statement on the financial aspect of Post War Reconstruction by SIR HUGH HOOD.

3. Questions.

SUB COMMITTEES.

(Note. Each sub committee will be empowered to co-opt additional members, either permanently or to attend when any particular aspect of their work is under discussion. Any such co-opted member who is not a member of the General Committee will not, by reason of being co-opted to a sub committee, become a member of the General Committee. It is proposed to set up a sub committee on Finance at a later stage.)

(1) Demobilized soldiers.

1.	Chairman.	His Excellency's First Adviser. (Sir Hugh Hood).
2.	Vice-Chairman.	Commissioner for Post War Reconstruction.
3.	Secretary.	Deputy Secretary to Government, Public Department.
4.	Convenor.	Secretary to Government, Post-War Reconstruction (Co-ordination) Department.
5.		Commissioner of Land Revenue.
6.		Registrar of Co-operative Societies.
7.		Commissioner of Labour.
8.		Provincial Organizer, National War Front.
9.		Director of Industries & Commerce.
10.		" " Agriculture.
11.		Secretary to Government, Revenue Department.
12.		Representative of Finance Department.
13.		Sir Robert Denniston.
14.	Rao	Bahadur N. Sivaraj.
15.		Lt.Col. Irwin.
16.		Lady Runganathan.

(2) Industries.

1.	Chairman.	His Excellency's Fourth Adviser. (Mr.G.W. Priestley.)
2.	Vice-Chairman & Secretary.	Secretary to Government, Development Department.
3.	Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
3a.	Secy. P.W.D.	
4.		Commissioner of Post-war Reconstruction (or his representative.)
5.		Director of Industries &Commerce.
6.		Representative of the Finance Department.
7.		Sir Henry Howard.
8.		Sri G.D. Naidu.
9.		Diwan Bahadur C.S. Ratnasabhapathi Mudaliyar.
10.		Sir R.K. Shanmugham Chettiyar.
11.		Mr.C. Elphinston.
12.		Sir James Nuttall.
13.		Rao Bahadur B.P. Sesha Reddi.
14.		Sri P. Ramamurthi.

(3)

(3) Agriculture.

1. Chairman.	His Excellency's Fourth Adviser. (Mr.G.W. Priestley)
2. Vice-Chairman & Secretary.	Additional Secretary to Government, Development Department.
3. Convenor.	Secretary to Government, Post-War Reconstruction (Co-ordination) Department.
4.	Chief Engineer for Irrigation.
5.	Representative of Finance Department.
6.	Director of Agriculture.
7.	Sri B. Ramachandra Reddi.
8.	Mr.F.H. Farmer.

(4) Fisheries (including inland fisheries.)

1. Chairman.	His Excellency's FourthAdviser (Mr.G.W. Priestley.)
2. Vice-Chairman & Secretary.	Secretary to Government, Development Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Director of Industries & Commerce.
5.	Representative of Finance Department.
6.	Sri J.L.P. Roche Victoria.
7.	" V.R. Nayanar. (Malabar)

(5) Forests.

1. Chairman.	His Excellency's Fourth Adviser. (Mr.G.W. Priestley).
2. Vice-Chairman, & Secretary.	Secretary to Government, Development Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Chief Conservator of Forests.
5.	Director of Industries & Commerce.
6.	Secretary to Government, Revenue Department.
7.	Representative of Finance Department.
8.	Sri R. Suryanarayana Rao.
9.	Rajah of Venkatagiri.

(6) Veterinary and Livestock.

1. Chairman.	His Excellency's Fourth Adviser.(Mr.G.W. Priestley)
2. Vice-Chairman & Secretary.	Secretary to Government, Development Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Director of Veterinary Services.
5.	Sri B. Ramachandra Reddi.

(7) Irrigation.

1. Chairman.	His Excellency's Fourth Adviser.(Mr.G.W. Priestley.)
2. Vice-Chairman & Secretary.	Secretary to Government, Public Works Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Dix Commissioner of Land Revenue & Irrigation.
5.	Director of Agriculture.
6.	Chief Engineer, Irrigation.
7.	Commissioner of Post-war Reconstruction (or his representative)
8.	Representative of Finance Department.
9.	Sri R. Suryanarayana Rao.
10.	" K. Sitarama Reddiyar.

(8) Communications by land, water and air.

1. Chairman.	His Excellency's Third Adviser. (Mr.T.Austin).
2. Vice-Chairman & Secretary.	Secretary to Government, Local Administration Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Chief Engineer (Communications)
5.	Inspector of Municipal Councils and Local Boards.
6.	Secretary to Government, Public Works Department.
7.	Representative of Finance Department.
8.	Presidency Port Officer.
9.	General Manager, M. & S.M. Railway.
10.	" " S.I. Railway.
11.	Sir Robert Denniston.
12.	Sri P.V. Krishnayya Choudari.
13.	" A. Lakshminarayana Rau.
14.	" M. Pattibhirama Reddi.

(9) Transport.

1. Chairman.	His Excellency's Second Adviser.(Sir Norman Strathie.)
2. Vice-Chairman & Secretary.	Secretary to Government, Home Department.
3. Convenor.	" " Post-War Reconstruction (Co-ordination) Department.
4.	Provincial Motor Transport Controller.
5.	Representative of Finance Department.
6.	Sri T.S. Krishna.
7.	General Manager, M. & S.M. Railway.
8.	" " S.I. Railway.

POST WAR RECONSTRUCTION GENERAL COMMITTEE.
Meeting on 4th September 1944.

Agenda.

1. Statement by the Chairman. (His Excellency the Governor).

2. Statement on the financial aspect of Post War Reconstruction by SIR HUGH HOOD.

3. Questions.

SUB COMMITTEES.

(Note. Each sub committee will be empowered to co-opt additional members, either permanently or to attend when any particular aspect of their work is under discussion. Any such co-opted member who is not a member of the General Committee will not, by reason of being co-opted to a sub committee, become a member of the General Committee. It is proposed to set up a sub committee on Finance at a later stage.)

(1) Demobilized soldiers.

-4-

(10) Public Health.

1. Chairman. His Excellency's Third Adviser. (Mr.T.Austin).
2. Vice-Chairman, & Secretary. ~~Deputy~~ Secretary to Government, Education & Public Health Department.
3. Convenor. Secretary to Government, Post-War Reconstruction (Co-ordination) Department.
3a. Dy. Secy. to Govt. Staff
4. Surgeon General with the Government of Madras.
5. Director of Public Health.
6. Inspector of Municipal Councils and Local Boards.
7. Representative of Finance Department.
8. Begum Mir Amiruddin.
9. Sri Rao Bahadur V. Raghunatha Reddi.
10. " S. Guruswami.

(11) Education (including technical education).

1. Chairman. His Excellency's Third Adviser. (Mr.T.Austin).
2. Vice-Chairman & Secretary. Secretary to Government, Education & Public Heatlh Department.
3. Convenor. " " Post-War Reconstruction (Co-ordination) Department.
4. Director of Public Instruction.
5. Commissioner of Labour.
6. " " Post-War Reconstruction (or his representative)
7. Representative of Finance Department.
8. Diwan Bahadur Dr.A. Lakshmanaswami Mudaliyar.
9. Sir Ramalinga Reddi.
10. Rev. J. D' Souza.
11. Mrs.Mona Hensman.
12. " P. Parijatham Naidu.
13. Sri K. Sitarama Reddiyarv.
14. R.Suryanarayana Rao (later co-opted).
15. Director of Industries and Commerce (proposed to be co-opted).

D.I.R. MUIR,
Secretary to Government,
P.W.R.(C) Department &
Secretary to Committee.

1. Chairman. His Excellency's Private Secretary.
2. Vice-Chairman. Secretary to Government, Public Works Department.
3. Secretary. Commissioner for Post War Reconstruction.
4. Convenor. Deputy Secretary to Government, Public Department.
5. Secretary to Government, Post-War Reconstruction (Co-ordination) Department.
6. Commissioner of Land Revenue.
7. Registrar of Co-operative Societies.
8. Commissioner of Labour.
9. Provincial Organizer, National War Front.
10. Director of Industries & Commerce.
11. " " Agriculture.
12. Secretary to Government, Revenue Department.
13. Representative of Finance Department.
14. Sir Robert Denniston.
15. Rao Bahadur N. Sivaraj.
16. Lt.Col. Irwin.
Lady Runganathan.

(2) Industries.

1. Chairman. His Excellency's Fourth Adviser. (Mr.G.W. Priestley.)
2. Vice-Chairman & Secretary. Secretary to Government, Development Department.
3. Convenor. " " Post-War Reconstruction (Co-ordination) Department.
4. Commissioner of Post-war Reconstruction (or his representative.)
5. Director of Industries &Commerce.
6. Representative of the Finance Department.
7. Sir Henry Howard.
8. Sri G.D. Naidu.
9. Diwan Bahadur C.S. Ratnasabhapathi Mudaliyar.
10. Sir R.K. Shanmugham Chettiyar.
11. Mr.C. Elphinston.
12. Sir James Nuttall.
13. Rao Bahadur B.P. Sesha Reddi.
14. Sri P. Ramamurthi.

16 OCT 1939

DEMAND XVII—PUBLIC HEALTH.

ESTIMATE OF THE AMOUNTS REQUIRED FOR EXPENDITURE IN 1940–1941.

DEMAND FOR GRANT (VOTED) .. .. Rs.

Total of sums Charged .. .. .. *Rs.*

39—PUBLIC HEALTH.

Summary by Minor Heads and Sub-heads of appropriation.

MINOR HEADS and SUB-HEADS of appropriation.	Accounts, 1938–1939.		Budget Estimate, 1939–1940.		Revised Estimate, 1939–1940.		Budget Estimate, 1940–1941.	
	Charged.	Voted.	Charged.	Voted.	Charged	Voted.	Charged.	Voted.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
39. a. PUBLIC HEALTH ESTABLISHMENT—								

D.O. Director of Public Instruction,
Madras,
Camp:- Gudiyatham, 5th Septr. 1944.

SECRETARIAT, EDUCATION AND P. H. DEPT. 6 SEP 1944 GOVERNMENT OF MADRAS

My dear Subramanian,

Please see your D.O.No.2768-A-8, dated the 2nd September 1944 regarding Post-war Educational Reconstruction. I shall submit my report in about a fortnight's time. I regret the delay but I am sure that Government ~~would~~ will appreciate that it has been difficult to complete the document in the midst of exceedingly heavy routine work and the preparation of the budget for the year 1945-46, etc.,

Yours sincerely,

44212 R. N. Sivan

M.V. Subramanian, Esq., I.C.S.
Secretary to Government,
E. & P. H. Deptt., Fort St. George.

K. LAKSHMI NARASIMHAN,
PRESIDENT
SPECIAL MAGISTRATE'S COURT
MEMBER
DIVISIONAL WAR COMMITTEE.

19, Anakatti Street,
LITTLE CONJEEVERAM.

Date 9.2.9 194 4.

Respected Sir,

With profound respect, I beg leave to approach Your Honour and submit the following for most gracious consideration and favourable orders.

I understand that the Government of Madras is going to Co-opt several persons in the various sub-committees regarding the Newly Constituted Post-war-Reconstruction Committee.

I have got an eager desire to serve the committee an honorary service. I have got interest in the field of EDUCATION.

Since, Your Honour is holding the port-folio of Education, I crave the liberty of registering Your Honour

to Co-opt me in the Sub Committee.

46/ Considering my eagerness to serve the Government on Honorary Service, I most humbly and respectfully bow before your Honour to have mercy on me and Co-opt me.

I assure your Honour that nothing shall be wanting on my part to render justice in the discharge of my duties.

For the favour he seeks, the humble Memorialist shall as in duty bound,

Every Pray,

Your most obedient Servant,

K Kachoni Narenkem.

SECRETARY, EDN. AND P. H. DEPT.
11 SEP 1944
GOVERNMENT OF MADRAS

31/1899 (28) 47

Edn. & P.H. Dept.

Dear Sir Mevenel

I send to enclose a copy of a letter from Srimt K. Lakshmipathi Chetty (little conjecture) requesting that he may be co-opted as a member of the Edn. Subcommittee of the Poor man Reconstruction committee and to ask for your opinion on the request and am also to ask whether you desire to suggest additional names for co-option as members of the Edn. subcommittee.

Yours sincerely,

Sd/-

12.5.44

Sd/- illegible

Sd/- illegible

Sd/- illegible

48

Accr). The Commissioner says that under Rule 46 (2) of the Corporation Service Rules to be framed by the Corporation Standing committee with the approval of the Corporation a capable servant employed who retire after 55 years of age & other his retention after superannuation can be only on public grounds & only with the sanction of the Standing committee & the Council + Statutory power to interfere in the matter. They can only advise the Corporation. The same position holds good in the case of municipal councils also.

does not state the rate.

Education and P.H. Department.

LETTER/Ref.No. 2768-S dated 14.5.44

To

The Secretary to the Govt. of India,
Deptt. of Education, Health and Lands,
(Central Advisory Board of Education)
SIMLA.

Sir,

Report by the Central Advisory Board of Education on Post-War Educational Development in India - Copies.

I am to invite attention to your letter No.F.10-43/43-CAB, dated 14-3-1944, with which were forwarded 8 copies of the report mentioned above. This Government have since set up a General Committee to advise on schemes of post-war reconstruction with various Sub-Committees. One sub-committee is to consider problems relating to Education, including Technical Education. It is desirable to have a few additional copies of the report in question, say, six, for the use of the members of this sub-committee. It is fully realised that the Governme of India have printed only a limited number of copies. If it should not be practicable to find six copies, I am to request that arrangements may be made for the supply of as many as possible.

Your obedient servant,

14.5.44

Madras
14 6 44

From,

V. Ahivanandha Iyer B A BL
Manager, Chettinad Estate, Pallipat.
(Via) Nagapattinam (S.I.R.)

To,

The Secretary to the Govt. of Madras
Public Health Department.
Fort St. George, Madras

31709

Sir,

I beg to make this application for the post of an Assistant Commissioner for the Madras Hindu Religious Endowments pursuant to your advertisement in the Hindu inviting applications therefor.

I am a law graduate of the Madras University & I passed the Bar Council Examinations in Practice & Procedure in the 2nd rank & I have practised as an advocate for 5 years from 1934 to 1939. I have also served as Revenue Inspector of the Tiruvarur Devastanam for 2 years from 1939 till the post was retrenched in 1941. For the last 2 years I joined back up service under the Rajah Saheb of Chettinad in 1941 & in recognition of my merit & service the Rajah Saheb was pleased to make me the manager of his Estate in the Karvetnagar Zamindary which office I am now holding. The Rajah Saheb may be referred to.

ASST. SECRETARIAT TO GOVERNMENT
16 JAN 1944
EDUCATION AND PUBLIC HEALTH DEPT.

D.O. Director of Public Instruction,
M.A.(Edn.) and P.S. Dept. 15th Septr. 1944.

My dear Subramanian,

Your D.O.No.44868/A-1, dated the 13th instant regarding the Post-War Reconstruction Education Sub-Committee and Mr. K. Lakshmi Narasimhan. I do not recommend that Mr. K. Lakshmi Narasimhan be co-opted on to the committee. With regard to my suggesting additional names, you will remember that I did already send you a number of suggested names for the Education Sub-Committee. Please let me know whether you want me to recommend the co-option of members from

that

SECRETARIAT, MADRAS
16 SEP 1944
GOVERNMENT OF MADRAS

52

that list?

Yours sincerely,

P. V. Rau

M.V. Subramanian, Esq.,ICS.,
Secretary to Government,
Edn. & Pub. Health Deptt.,
Fort St. George, Madras.

A

No.F.26-13/44-C.A.B.
Government of India.
Department of Education, Health and Lands.
(Central Advisory Board of Education)
Simla, the 18th September, 1944.

From:- The Secretary to the Government of India,

To:- The Secretary to the Government of Madras,
Education and Public Health Department, Madras.

Post-War Educational Development in India.

EDUCATION AND PUBLIC HEALTH DEPT.

16690

Sir,

I am directed to refer to the Provincial Government's letter No.2768-A-4-Edn, dated the 11th April 1944 and to request that the Provincial Government's proposals in regard to Post-War Educational Development may kindly be furnished to the Government of India at a very early date.

I have the honour to be,
Sir,
Your most obedient servant,

for Secretary.

You can doubtless obtain such number of copies as you may require from the Press.

Yours sincerely,

O/C.

Sir R.M. Statham, M.A., C.I.E., I.E.S.,
Director of Public Instruction.

No.D.3946/44-CAB.
Government of India.
Department of Education, Health and Lands.
(Central Advisory Board of Education).
Simla, the 25th September 1944.

From - The Secretary to the Government of India,

To - The Secretary to the Government of Madras,
Education and Public Health Department,
Madras.

47496

...

Report by the Central Advisory Board of Education on Post-War Educational Development in India.

...

Sir,

With reference to your letter No.2768 A-8 Edn., dated 14th September 1944, I am directed to forward herewith six copies of the Report by the Central Advisory Board of Education on Post-War Educational Development in India, the receipt of which may kindly be acknowledged.

I have the honour to be,
Sir,
Your most obedient servant,

M. S. Sundaram
for Secretary.

ASST. SECRETARY TO GOVERNMENT
30 SEP 1944
EDUCATION AND PUBLIC HEALTH DEPT.

47/3/4 Pol. Dept. 47496/43 3.10.44 Edn. B.V dept

To the Secretary to the Govt. of India
Dept. of Education, Health & Lands
Simla.

Sir,

Report by the Central Advisory Board of Education on Post war Educational Development in India

I am directed to acknowledge the receipt of six copies of the report mentioned above forwarded with your letter No. D-3946/43 dated 25.9.44.

Yours...

2.10.44

3.10.44

37/23/9 44868 A 27.9.44 (31) 59 Edn. 284 dept

Post war Reconstruction - Education
Sub-committee - Coption of members

Dear Sir Maneck,

I am to refer to your No. of the 15th instant. I am to say that the Hon'ble Member proposes to select the following gentlemen for being coopted as members of the education sub-committee of the post war reconstruction committee

[1 E from p 7 N.F.]

Sir R.M. Statham
MA CIE
ICS

In addition the Dirt. of Industries & Commerce or his representative may also be coopted

23/9/44 23.9.44

23.9.44 25

yours sincerely,

C.F. 8.

Municipal **DEPARTMENT.**

Received ..... 19 . *Registered* ..... 19 .

29 JUN 1939 — SECRETARY TO GOVT. EDUCATION AND PUBLIC HEALTH DEPT.

25772

Subject.

Copy of Council's Resolution - Tiruvannamalai Municipality - supporting the resolution of the Salem Municipal Council - submitted.

...

ENCLOSURES.

No. .....

.....

Spare copies .....

R.O.C. No. 1067.A.39.

Station Tiruvannamalai, *Dated the* 24th June 1939. 19

Sri A.Gopalakrishna Ayyar

Copy of letter dated 22nd Septr. 1944 from Sir P.T.Rajan, Madura.

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*

I am herewith sending a list of names for nomination to the various Sub-Committees of the Post-War Reconstruction Committee.

47670

**

May I request you to place the list before His Excellency for his consideration? If His Excellency is so pleased, he may perhaps consider nominating Diwan Bahadur Sir N.Gopalaswami Ayyangar, Rao Bahadur H.B.Ari Gowder and Mr. M.Ratnaswami to serve on the main Committee also.

***

Education.

*

1. Mr.M.Ratnaswami, C.I.E., Vice-Chancellor, Annamalai University, Annamalainagar, South Arcot Dt.

Extract of consult

, rec'd. in E, from public

2.10.44

Est. P.H. F

62

13350

22 MAR 1944

22 MAR 1944

To

T. Austin Esqr. C.S.E. I.C.S.

Adviser to His Excellency the Governor of Madras

Sir,

I respectfully beg to apply for the post of ~~Commissioner~~ Commissioner for Religious Endowment Board.

In support my qualifications I am a B.A and B.L., of the Madras University and have put in 14 years active practice at the bar.

I belong to a very respectable family in South Malabar which has rendered meritorious service to the Government during the anti-rebellion days of the Moplah Rebellion, and am aged 41.

I enclose copies of some of my

968

44868A-4

7.10.44

(33) 63

dear Sir Maxwell,

Post war reconstruction - Education Sub-committee - Inclusion of another member in continuation of my d.o. No. 44868A-2 of 27.9.44 I am to say that it has been proposed to co-opt also Mr. M. Ratnaswami C.I.E. Vice Chancellor Annamalai University, as a member of the education sub. committee of the post war reconstruction committee.

Yours sincerely,

To

Sir R.M. Statham
MACIE
DTP

7/10

2nd

5.10.44

5.X.44

6.10.44

whom 3 were the members and one was the President of the Ex-Taluk Board, Gurzala, have sent in a requisition, on 10-8-35, to the District Board, Ongole, to remove the cuts in salaries effected in Taluk Board Resolution Nos. 350 dated 15-3-32 and 56 dated 26-6-33 and to give effect to the District Board Resolution No. 562 dated 11-3-35 of the Guntur District Board, wherein it is clearly stated that the cut was restored for Palnad Taluk from 1-6-34.

(7) Thereupon the matter was placed before the District Board, Ongole, at its meeting held on 30-8-35 and resolved in the District Board Resolution No. 28 dated 30-8-35, that the matter should be referred to a Sub-Committee consisting of 5 members viz., (1) M.R.Ry., J. Kuppuswamy Choudary Garu M.L.C., President District Board, Ongole, (2) M.R.Ry. P.V. Krishnayya Choudary Garu, M.L.C. (3) M.R.Ry., G. Simhachelam Pantulu Garu M.L.C., (4) M.R.Ry., Ch. Koteswararao Pantulu Garu and (5) M.R.Ry., K. Kesavareddi Garu Ex.President, Taluk Board, Gurazala, of whom Nos. 3,4 & 5 were

D.O. Director of Public Instruction,
Madras, 1st September 1944.

SECRETARY, EDN. ANNUAL REPT.
GOVERNMENT OF MADRAS

My dear Subramaniah,

Please see your D.O.No.2768A-10 dated the 19th of September in which you requested that 20 spare copies of the Report of the Central Advisory Board of Education on Post-War Educational Development in India be sent from my office to the Secretariat. I now find that we have not got more than 5 (five) spare copies and I suggest, therefore, that you should ask the Manager, Government of India Central Publication Branch, Delhi, for the number of copies required by the Secretariat.

Yours sincerely,

R. N. Sivan

P.T.O

To

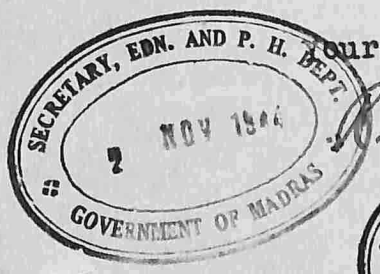
M.V. Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Department,
Fort St. George.

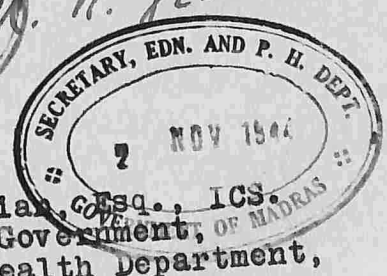
D.O. Director of Public Instruction
Madras, 1st Novr. 1944.

My dear Subramanian,

I enclose a typed copy of my report on educational post-war reconstruction.

Yours sincerely.





M.V. Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Department,
Fort St. George, MADRAS.

68

CONFIDENTIAL

(36)

69

REPORT ON EDUCATIONAL POST-WAR RECONSTRUCTION IN THE MADRAS PROVINCE

BY

THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS

70

71

(32)

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REPORT ON EDUCATIONAL POST-WAR RECONSTRUCTION IN THE MADRAS PROVINCE BY THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

1. *Introduction.*

In the Introduction to the Memorandum on Post-War Educational Development in India submitted to the Central Advisory Board of Education by the Educational Adviser to the Government of India, the following sentence appears :—

" Apart from the extremely slow progress which had been made before the war the present system does not provide the foundations on which an effective structure could be erected. In fact, much of the present rambling edifice will have to be scrapped in order that something better may be substituted."

A similar statement appears in the Introduction to the Report on Post-War Educational Development in India submitted by the Central Advisory Board of Education. The statement is unfortunate from several points of view. It would appear to indicate that not only has progress been very slow but that it has been in the wrong direction. To such an extent has the direction been wrong that almost everything which has hitherto been achieved has to be scrapped as worthless. Nobody denies that educational progress has been slow, particularly in rural areas, but in planning for the future it would, in so far as the Madras Presidency is concerned, be disastrous to neglect altogether the scheme of education already in existence. In spite of obvious handicaps much has actually been accomplished and, contrary to the opinion of the majority of the members of the Central Advisory Board of Education, there has been careful planning at all stages of education. It is to be hoped that the Government will agree that the present system of education in this Province does provide a fairly solid foundation upon which a future structure can be erected. While there have been wide and obvious gaps in the present educational system, a careful scrutiny of the existing conditions at all the three main stages of education—elementary, secondary and collegiate—reveals the fact that there are already, at each stage, comparatively good foundations to build on. Moreover, although circumstances have prevented certain developments, a suggested superstructure on these foundations was made and accepted by Government nearly eight years ago. In this report, therefore, an endeavour will be made to show how the existing foundations can be used to build up a satisfactory post-war scheme of education for Madras.

2. The Report of the Central Advisory Board of Education on Post-War Educational Development in India has planned so that the first 15 years after the war are mainly years of preparation and so that the full scheme of the report will not come into operation until after 40 or 50 years. This delayed action appears to be most undesirable and unnecessary. The whole world is hoping for better social conditions as soon after the war as possible and if in India real educational improvement is to wait until almost the year 2000, India will still remain far behind most other countries. Delayed action is not only revealed in the general planning of the Report of the Central Advisory Board of Education but in various aspects of its proposals. As an outstanding example of this, reference may be made to paragraph 3 of the Introduction to the Report. This paragraph strongly recommends that compulsion should not be introduced at all unless it can be introduced for the full primary education course of eight years. This obviously means, in most Provinces, a great delay in the introduction of the fundamentally necessary reform of widespread effective compulsion, since in the majority of the Provinces, with the exception of Madras and Bombay, elementary schools have only four standards or less. In the same paragraph of the report, the following statement appears :—

" If, as would appear to be the case, a universal compulsory system of basic education can only be introduced by stages, the progression should clearly be from area to area and not from age to age."

This statement appears to reveal great lack of knowledge of the existing structure of elementary education in India. In this Province, for example, almost all lower elementary schools are now complete with five standards but the mere immediate opening of Standards VI, VII and VIII in all these schools could not obviously make the immediate introduction of compulsion for eight years a possibility; while in the first year there would be children to go into Standard VI, there would be no children to go into Standards VII and VIII. It seems fairly clear, therefore, that the only possible way of introducing compulsion is actually to do what the Board does not want and that is gradually to introduce it from age to age. Moreover, while it is possible and has been possible in the past to experiment with compulsion in certain areas, it is most undesirable, if not unjust, to introduce compulsion progressively from area to area. As pointed out long ago by the Education Sub-Committee of the Madras Provincial Economic Council in the past the acceptance of such a proposal has meant that municipal and urban areas have benefited from compulsion and the rural areas have been neglected. It is obvious, as also pointed out by the Education Sub-Committee of the Provincial Economic Council, that the real problem of illiteracy in India lies in the rural areas, the vast majority of which have no secondary schools to assist in the eradication of illiteracy. These facts have been given in the introduction merely as a further example of the danger of postponement and of the urgent need for taking practical steps to improve education immediately after the war. The question of compulsion has been dealt with in detail later in this report.

The preparation of this report has been considerably handicapped by the absence of accurate and up-to-date educational figures. This statement does not apply to all figures but to certain essential types of figures. The most detailed figures on education are to be found in Volume II of the Report on Public Instruction in the Madras Presidency and owing to the war and shortage of paper, the last year for which this volume was printed and published was the year 1938–39. It has naturally therefore been particularly difficult to quote up-to-date and accurate figures regarding any particular branch of education.

2. *Mass education.*

The mass education policy of the Madras Government has, in recent years, been as follows :—

To raise every elementary school to at least a complete lower elementary school with five standards, the only exceptions being a very limited number of feeder schools;

to improve the quality of the teachers employed in elementary schools;

to improve the instruction given; and

to attempt, even without compulsion, to bring the majority of boys and girls into school.

This policy has met with considerable success. All schools are now complete with five standards. Lower elementary training has been abolished and the higher elementary training course has been considerably improved. New syllabuses with a craft bias have been

introduced into all elementary schools both higher and lower. The power of recognition now vested in the department has been able to ensure that small and uneconomic schools have been closed and that larger numbers of boys and girls are reading in the existing schools. During the last three years, it has also been the policy of Government to open new schools in school-less areas under aided managements and in certain backward districts to subsidize local bodies to open new schools in school-less areas.

In my opinion, the needs of the Province can best be served by a continuation and development of the existing policy coupled with the widespread introduction of compulsion. In other words, in the post-war period, the immediate aim should be the raising of all elementary schools to the VIII Standard; the gradual replacement of higher elementary trained teachers by secondary grade trained teachers; the opening of new schools in all school-less areas with sufficient population to support even a small school, and the gradual introduction of compulsion for all.

The Report of the Central Advisory Board of Education on Post-War Educational Development in India, in its introduction, strongly objects to any attempt being made to apply compulsion up to any stage other than the full 8-year course for children between the ages of 6 and 14. In other words, unless you have already in existence, which no Province has, a complete and sufficient system of schools with VIII Standards, you have to abandon the idea of compulsion until your schools have all been built up to VIII-standard schools. The report goes even further than this view and declares that—

"If, as would appear to be the case, a universal compulsory system of basic education can only be introduced by stages the progress should clearly be from area to area and not from age to age."

I am entirely against the views of the Board. If such views prevail, it would mean the postponement almost indefinitely of a system of compulsion. It would also mean, which is manifestly unjust, that certain areas in the Province would gradually benefit by compulsion and other areas would *not*. Even in the past where compulsion has been introduced, it has been in almost every case the urban area which has benefited and not the rural area. If, for whatever reason, any distinction had to be made between area and area, I recommend that the rural areas be considered first.

As a practical scheme to be taken up immediately after the war, I recommend that compulsion be introduced in all areas, in the first place, from Standards I to V. Actually, the magnitude of the problem is not so great as might be supposed owing to the widespread existence of schools with five standards. As an example I recently examined the possibility of introducing compulsion immediately for both boys and girls in about 500 rural centres scattered throughout the Province and I found that for these 500 areas approximately an additional expenditure from all sources of 6½ lakhs would be necessary to provide sufficient accommodation and additional staff to bring every child under instruction.

I recommend that after the scheme for compulsion in all Standards I to V in the Province has been introduced, the further step should be taken as soon as possible to add a VI Standard to every V-standard school and that as VI Standards are added, compulsion be extended up to the VI Standard. The actual cost at the moment of adding a sixth standard to every V-standard school will approximate to Rs. 85 lakhs. After it has been found possible to add a sixth standard, steps may gradually be taken to add a VII and a VIII Standard to all schools and compulsion by stages may be introduced up to the VIII Standard.

The primary aim however for post-war mass education should be to introduce compulsion up to the V Standard at the earliest possible moment, it being remembered that the 1941 Census Report clearly shows that the very large increase in the number of boys and girls reading at the V Standard had an immediate effect on the increased literacy in the Province. In my opinion, our foremost aim therefore should be to see that, without waiting for a long preparatory period as envisaged by the Report of the Central Advisory Board, we should immediately endeavour to force every boy and girl to remain at school until the end of the V Standard at which stage we can at least be tolerably certain that even if a boy or girl then leaves school they will remain permanently literate. In considering the working out of these proposals, it has to be remembered that to assist in the provision for compulsion there are over 2,000 higher elementary schools and all the lower classes of secondary schools.

Though I have objected to the introduction of compulsion area by area, the introduction of compulsion in all areas must necessarily depend upon the availability of the additional teachers required. Normally it would not have been excessively difficult to produce the required numbers of teachers in a comparatively short time but war conditions have considerably reduced the strength of existing training schools and it will probably take time for things to re-adjust themselves. From all reports available, however, it would appear that a very considerable number of suitably qualified returning soldiers can be utilized in our schools and, if necessary, rather than have to postpone the scheme, a certain number of untrained teachers with not less than matriculation standards will have to be employed.

In another way certain areas will have to wait for the immediate introduction of compulsion since obviously school-less areas have to get new schools and bulid them up to V-standard schools.

If the contemplated widespread introduction of compulsion is to be a success it is absolutely necessary, in my opinion, that there should be a change in the machinery controlling compulsion. Long experience has shown that in the areas in this Province in which compulsion has already been introduced, the reluctance of the majority of local bodies to take effective steps against defaulters has rendered the working of compulsion very ineffective. In other words, there has been a considerable waste in the money already spent on compulsion. Obviously, therefore, to introduce compulsion throughout the Province without taking effective steps to ensure that such waste will not continue, would be disastrous. I recommend therefore that the control and execution of compulsion should be in the hands of the Revenue department and not in the hands of local body officials. Even if the machinery for the control of compulsion is made satisfactory, there must be cases, as there have been in the past, where the parent or guardian is literally unable to pay the small fine involved and not only does the fine remain unpaid but the child does not attend school. Government should therefore, I consider, take power in such cases forcibly to place the child in school irrespective of the circumstances of the parent. This may require the appointment of Welfare Officers or some similar type of staff.

It is not easy accurately to calculate the cost of introducing compulsion for all children of school-age in Standards I to V particularly as the exact amount of additional accommodation in schools if any and the additional number of pupils if any which could be handled by existing staff is not known. Further, the number of children of school-age to be brought under compulsion will increase gradually from year to year. At the moment, however, there are approximately 1,936,000 boys and 2,327,000 girls of school-age not attending school. In the ordinary way, to bring all these children under instruction will approximately cost from all sources Rs. 3·78 crores. This must be regarded as a comparatively reasonable figure for meeting the first stage of compulsion. The method of meeting this cost and other costs involved in the reforms proposed will naturally have to be considered later. But it is suggested as a possibility that some kind of special education poll-tax over and above the existing educational cesses levied may be considered.

Apart from compulsion, experience has shown that the absence of many children from school has been due to absolute poverty and malnutrition. At present a considerable number of Government and non-Government schools are giving free midday meals to school children. But what is being done at present represents only a fraction of what is necessary. I therefore recommend that, as soon as possible, the proposals already in front of Government to give a free midday meal to every poor child in every elementary school should be accepted. The cost of approximately Rs. 3·4 crores recurring is admittedly high but the results will, I am confident, fully justify the expenditure.

The Report of the Central Advisory Board of Education devotes a whole chapter to what is called "pre-primary education" or in other words "nursery schools" of one type or another. The report recommends that as a beginning at least one million children in India, between the ages of 2 and 6, should have provision made for them in nursery schools or in infant standards. The report also recommends that in all cases education in such schools and classes should be entirely free. I may state that I am entirely against these proposals. While the Madras Government have, in recent years, been giving assistance to a few nursery schools to meet the needs of certain classes of parents, it would appear to be entirely unnecessary and undesirable to launch out into a policy which would eventually get into some kind of school every child over the age range of 2 to 3. A limited number of nursery schools for such parents who desire this type of education and can afford to pay for it is desirable; as also a system of creches for the infant children of mothers working in factories, etc., should be put on a State-aided basis; but, in my opinion, before a child becomes of school-age its proper and essential environment is its home wherever conditions make it possible for its retention at home. In any case, any programme for educational advancement which the Madras Government may have for the next few years, including compulsory education, will be sufficiently large and difficult to carry through as to make it, in my opinion, quite unnecessary to give any particular prominence to the problem of pre-primary education.

The Report of the Central Advisory Board contains a chapter on the education of the handicapped. The report divides handicapped children into two main groups—one the mentally handicapped and the other the physically handicapped. While obviously more should be done than is at present being done for the education, for example, of the blind, the deaf and the dumb, a special enquiry will have to be instituted in order to discover the numbers of mentally and physically handicapped children in this Province. At present, as elsewhere in India, no statistics are available. Before these statistics are made available, obviously no satisfactory programme of advance can be made. The Report of the Central Advisory Board deals shortly with the question of the segregation or otherwise of handicapped children. This is largely a medical question and will again depend upon the results of the enquiry already suggested.

3. *Secondary education—Boys.*

In the Government press communiqué on secondary and elementary education. issued as long ago as the 26th of June 1937, Government outlined a scheme for the reorganization of secondary education. Though unfortunately, mainly owing to war conditions, the proposed reorganization has not yet been brought into effect. the main outlines of the scheme still hold good for adoption in the post-war period. The main outlines of the scheme are—

The removal of the Junior Intermediate class from the University stage and its addition as an extra form at the high school stage and the introduction, in bifurcated high school forms, of a variety of new and practical types of instruction.

The need for the introduction of a variety of bifurcated courses at the high school stage will become greater after the war than heretofore because there is every indication that with a big advance in industrialization, students who do not desire to proceed for University education will find employment after their bifurcated high school courses either direct or after a further period of technical training. The main new bifurcated courses hitherto proposed are—

Secretarial courses, Artisan Electrical Engineering, Artisan Mechanical Engineering, Salesmanship and Travelling Agents work, Agriculture, Horticulture, and Dairy-farming.

A separate bifurcated course in Drawing, Painting and Photography was also proposed, but the course is likely to be more popular in girls high schools than in boys high schools. The exact stage at which bifurcation in high school work should begin will depend very largely upon whether the Universities can be persuaded to abolish their Intermediate classes or not. If the Universities continue to retain their Intermediate classes, then bifurcation will have to take place after the IV Form stage has been completed. With regard to the Secretarial course, Government have already issued orders in G.O. No. 1339, dated the 19th of July 1940, that the course will be accepted by Government for certain classes of ministerial posts. In the same order they indicated that a mere passing of a matriculation or equivalent examination would no longer be a qualification for Government service. With regard to the Electrical Engineering and Mechanical Engineering courses, it is to be hoped that such courses by themselves will lead direct to employment in industries, factories, workshops, mills, railways, etc. Although it should be possible and is desirable that some of the students leaving these courses should be able to go for further higher technical training in technical institutes or in diploma courses conducted by the Universities, it is also possible and most desirable that in these Artisan Engineering courses, wherever possible, a system should be introduced by which the students do, while at school, some part of their training as part-time apprentices in factories, workshops, etc. With regard to the bifurcated course in Agriculture, it will be necessary for Government to decide whether

the course may be made to lead to some form of Government service, if necessary, after a further diploma course in the Agricultural College. In putting into practice the bifurcated courses in high schools after the war, it should be left entirely to the option of managements whether to introduce bifurcated courses or not, except that it will be necessary for Government to see that all areas of the Province are given an opportunity to have bifurcated courses, particularly the Secretarial course which leads direct to Government employment. Under the scheme proposed it will be open to any management to have in one and the same institution both bifurcated courses and the ordinary pre-University course or if they so desire to have only the bifurcated course or if they so desire to have only the pre-University course.

While the present provision of boys' secondary schools, being 559 schools with an enrolment of 245,000, cannot be considered as unsatisfactory it is obvious that in the future a considerable expansion will be necessary. A fairly large expansion will be necessary, apart from the development of education generally, from two points of view. *One* is the fact already referred to that all areas in the Province must be given the opportunity to share in the proposed bifurcated high school courses and the *other* is that the distribution of high schools in the Province is very uneven with the result that while in some areas very full and adequate provision exists for high school education for boys in other areas very inadequate provision exists. The Ceded districts, in particular, are greatly in need of more facilities for secondary education. The same fact holds good for certain areas in the Telugu country. After the war, therefore, it should be a point of major policy for Government to see that the backward areas are provided with the same facilities as forward areas. In considering a policy of expansion, the needs of backward communities and of communities who do not use the local language of the area such as Muslims and certain section of the Kanarese population must be taken into account.

The Report of the Central Advisory Board of Education stresses very strongly the necessity for restricting very rigidly the admission of pupils from primary schools to secondary schools, particularly, high schools. I am entirely against such a restriction and also the methods proposed in order to obtain this restriction. Such a restriction, with the methods adopted to assure it, is not only obviously entirely artificial but is equally obviously likely to damage the interests of a great many boys coming from backward communities. The Report of the Central Advisory Board, consequent on its belief on widespread restriction, has worked out the total number of pupils likely to be accommodated in high schools at the end of 40 years. The figure given for boys in Madras is 639,000. It seems to me impossible and undesirable to make a mathematical calculation of how many boys might be reading in high schools in Madras 40 years hence but judging by our present figures that total is likely far to exceed the estimate made by the Central Advisory Board.

In secondary schools, in particular, it will be necessary after the war greatly to increase the provision for visual instruction which is now only nominal. It will also be necessary largely to increase the use of the radio and broadcasting for educational purposes. These recommendations will naturally include all grades of institutions from colleges downwards wherever possible. At present, as far as is known, the number of projectors in actual use in educational institutions in this Province is only about 15. The number of radio sets available in educational institutions is very much higher; but in spite of this the great majority of educational institutions are at present without the facilities for using broadcasting as an essential part of education.

For visual instruction two methods are possible: *one* is the use of local cinemas and also the use of the aid of film-producing firms and the *other* is that educational institutions should have their own projectors and films. The second alternative is obviously the most desirable and should be aimed at in any post-war educational policy.

4. Women's education.

The Report of the Central Advisory Board of Education on Post-War Educational Development in India has not dealt with the education of girls at all. In paragraph 6 of the Introduction to the report, the following statement appears :—

"Some apology or explanation may be required for the absence of much specific reference in this report to the question of education for girls and women. This is certainly not due to any failure to recognize the magnitude of this issue; in fact quite the opposite. The past tendency to treat girls' and women's education as a problem on its own has distracted attention from the fact that in any modern community it is even more important for the mothers to be educated than the fathers."

It is utterly impossible to reconcile such a statement with the actual facts in India both in the past and at present. It is only recently even in this advanced Province, as far as women's education is concerned, that the public have gradually begun to accept the view that the education of the mother is more important than the education of the father. The acceptance of this view would have been utterly impossible without a strong policy being laid down by Government and constantly applied in regard to the education of girls. I believe therefore that in this Province we should continue to plan for the development of girls' and women's education on special lines. Such planning must necessarily include the extent of co-education possible, the provision of separate schools, the provision of separate curricula and, in particular, the provision of women teachers. Even within the scope of a separate policy for the education of girls and women, there are still further special problems to be faced such as the education of the communities which have until comparatively recently been extremely backward in girls' education as for example, Muslims and Scheduled Classes. It has been suggested in the Report of the Central Advisory Board of Education that because all children are going to be compelled to receive instruction eventually for eight years, no necessity arises specially to consider either girls or more particularly backward communities. This is a view which I consider should be strongly opposed. Even assuming for the moment that widespread compulsion can be introduced comparatively soon, no such compulsion can do away with the necessity for separate schools for girls, for separate curricula and for women teachers. Although this Province, for example, has the highest percentage of co-education of any Province in India, there is still the necessity and there will in future be the necessity in certain areas of providing separate schools for girls whether or not compulsion is introduced. Similarly, although this Province has the largest number of women teachers teaching both in institutions for girls and in institutions for men, a rapid increase and a very large increase in the number of women teachers is necessary since women teachers are now required in ever-increasing numbers both for girls' schools as well as for boys' schools.

The total number of girls and women reading in all grades of institutions for Indians was approximately 1,200,000 last year which is not altogether

an unsatisfactory figure. But the figure is constantly rising particularly owing to the development of many more secondary schools for girls. In planning for the figure of women's education, the following appear to be the main items to be undertaken :—

I. The inclusion of girls in the general scheme for compulsion already outlined in this report and consequently the provision of a considerably larger number of elementary schools for girls in all areas in which co-education is not fully possible.

II. The rapid expansion of facilities for secondary education for girls. Fortunately, in recent years, there has already been a large expansion. In 1936, for example, there were only 79 secondary schools for girls; in this year, 1944, we have 145 secondary schools for girls. Of these, 98 are high schools and 47 are middle schools. Actually, between 1936 and 1944 the number of high schools for girls has exactly doubled. All agencies are managing secondary schools for girls but in the development hitherto made we have had to rely mainly on private management and on Government. In spite of the progress that has been made it is obvious that the number of girls' secondary schools now in existence is totally inadequate to meet the needs of the whole Province. Although we have reached the stage in which no district is without a girls' secondary school, a very large proportion of the total number of schools are concentrated in large areas like Madras, Trichinopoly, Mangalore, etc. There must, therefore, be planning for a very large increase in the number of secondary schools for girls particularly in areas like the Ceded districts and the Telugu districts in which very few girls' secondary schools exist. In certain areas private managements are still likely to be forthcoming to assist in the expansion, but in certain other areas, like the Ceded districts, the expansion will have to fall almost entirely on Government as private managements capable of financing and maintaining girls' secondary schools scarcely exist.

III. Bifurcated courses in girls' high schools are of equal if not greater importance than those in boys' high schools. As in the case of boys' schools one reason, apart from the obvious necessity of expansion, for a more wide distribution of girls' schools throughout the Province, is the need to give girls in all areas the opportunities of taking bifurcated courses. The following bifurcated courses are suggested :—

(i) Domestic science and cookery; (ii) craft, including needlework, embroidery, sewing and tailoring; (iii) drawing, painting, design and photography; (iv) music and dancing; (v) secretarial work; and (vi) nursing services.

The need for such bifurcated courses scarcely demands stressing or explanation, particularly in the case of domestic science and nursing services. In making these proposals, however, it is earnestly hoped that many girls, who have hitherto taken the ordinary high school course and proceeded to college or got married, will desire to take up one or other of these bifurcated courses which will not lead to the college but which will lead to greater efficiency in their homes. The secretarial course has been proposed to be introduced for girls mainly on two grounds; that during the long discussions that have been held on the bifurcated courses generally many girls' schools have requested not to be left out of the scheme for secretarial courses and secondly because Government have, comparatively, recently, ordered that certain ministerial posts must be filled by qualified women.

IV. There is an immediate need for a considerable increase in the number of arts colleges for women. The existing 6 (six) institutions, including the new Lady Hope Municipal College, Guntur, are quite inadequate to provide for all the girls who are now seeking higher education. They are not only inadequate to provide collegiate education for these girls desiring to read only in a women's college but they are inadequate to cope with the general rush for collegiate education in spite of the fact that a very large number of girls, well over a thousand, are reading in arts colleges for men. While the proposed bifurcated courses may divert some girls from collegiate education, the general rapid advancement of girls' secondary education and the large increase in recent years in the number of girls' high schools has led to a collegiate demand which in the last two years, for example, has been impossible to meet. Similarly, the existing *three* training colleges for women have proved absolutely inadequate to admit anything like all the candidates who have applied for training. It is, therefore, essential also that more L.T. colleges for women should be opened. As in the case of expansion of secondary schools for girls, care must be taken to see that the development of new arts and professional colleges for women should be spread over areas hitherto unprovided with such institutions. The newly opened Lady Hope's Municipal College, Guntur, for example, represents the only women's collegiate institution in the whole of the Ceded districts and the whole of the Telugu country, the other colleges being located at Madras, Trichinopoly, Tinnevelly and Mangalore.

5. The education of backward communities.

It should not ordinarily have been necessary in a report like this to refer in detail to the education of backward communities or to stress the obvious necessity of continuing the concessions which the backward communities have been receiving up till now in this Province. But the report of the Central Advisory Board of Education on Post-War Educational Development in India, which has been widely supported, has so completely neglected the very idea of any special treatment to assist the advancement of backward communities, even beyond a compulsory stage, that it seems necessary to discuss the education of backward communities in the post-war period. The brief paragraph on girls' education appearing in the introduction to the Report of the Central Advisory Board has already been quoted. Immediately following that paragraph, the question of backward communities, if it can be taken to be referred to at all, occurs in the following statement :—

"For somewhat similar reasons little will be found here about those communal or caste divisions, which figure so prominently in the political and social life of India to-day. The extent to which they complicate and may continue to complicate even the solution of purely educational problems is fully realized but it is hoped that a national system of education, which deserves the name, will aim at satisfying impartially the needs of everybody. It is certainly intended that the educational provision contemplated in this report will cater equally for all, irrespective of the community or caste to which they may belong."

It is difficult to appreciate how the mere renaming of a post-war system of education as "a national system" can or should completely eliminate all the special measures hitherto adopted to bring backward communities up to the level of forward communities. The position of the backward communities has been even more seriously affected, apart from the total neglect of their problems, by the report of the Central Advisory Board since the passage from elementary schools to secondary schools and so on up to the University stage is to be based on a purely selective process whereby mainly the headmaster, even of a lower primary school, will submit the names of pupils who, in his opinion, are the most fitted for

high school education and after the names of the students so selected have been scrutinized the students will be subjected to an examination and to intelligence tests. The same report deals extensively with the numbers of children at the early age of 11 (eleven) who will pass these selective tests. If these recommendations of the Central Advisory Board are accepted, it is difficult to over-estimate the dangers which members of backward communities may have to face.

In this Province, in recent years at any rate, the comparatively rapid educational progress of members of the backward communities has been most definitely due to the various kinds of special provisions that have been made for them. It has also been due to the possibility, with financial assistance whenever necessary, of the free passage of members of backward communities from elementary schools to high schools and to arts and professional colleges. Leaving aside criminal tribes, which need not be discussed here, the advancement in the education of Muhammadans, Scheduled Classes and Aboriginal and Hill tribes has been very largely due to the special provision made for these communities. The concessions which have helped these communities are mainly the following :—

Separate schools, midday meals, special and separate scholarships, stipends, fee concessions and in the case of Muhammadans—

the provision for religious instruction at school. It is unthinkable that for many years to come any of these concessions should be given up under a system which " will aim at satisfying impartially the needs of everybody." It may be noted that in this Province partiality has deliberately and definitely been shown to members of certain communities. Apart from the concessions already referred to it may be mentioned, for example, that in Government colleges even to-day members of backward communities with less marks than members of forward communities have to be given preference in admission. It may be stated with absolute certainty that, for example, members of the Scheduled Classes would not now be reading as they are in the Law College, in the Medical Colleges, in the Engineering College, in the Teachers' College and in the Agricultural College but for the progressive assistance which has been given to the Scheduled Class community; nor would it have been possible, for example, as in the year 1942–43, for as many as 252 Scheduled Class boys and 19 Scheduled Class girls to be reading at the University stage.

Only a few figures are necessary to prove the excellent results in recent years of the special assistance given to backward communities. The following are certain figures for the brief period between 1938 and 1943 :—

Scheduled Class pupils.—The number of boys reading in Forms IV to VI of secondary schools increased from 1,361 to 2,088 and the number of girls from 65 to 221. In secondary schools generally the number of boys increased from 5,522 to 8,119 and the number of girls from 607 to 971. At the all important V Standard in elementary schools the number of boys increased from 9,892 to 25,234 and the number of girls from 1,524 to 5,549.

Muslim pupils.—The number of boys in arts colleges increased from 554 to 876 and the number of girls from 12 to 39. In professional colleges the number of boys increased from 126 to 137 and the number of girls from 5 to 15. The number of boys reading in secondary schools increased from 12,227 to 15,659 and the number of girls from 794 to 1,226. The number of students reading in Standards IV and V of elementary schools increased from 46,457 to 81,385; out of these totals the increase in the number of girls was from 8,559 to 22,311.

The Moplah community in Malabar which was until recently very backward has shown remarkable progress with the special attention paid to it. It is perhaps only necessary to quote one outstanding example of progress between the years already named. At the V Standard, or the literacy point, the number of boys under instruction increased from 3,144 to 11,684 and the number of girls increased from 351 to 5,829.

If special methods have been adopted to advance the education of major communities, like Muslims and Scheduled Classes, and if these methods are, as they should, to be continued, it is obvious that equally the methods hitherto adopted to improve the education of Hill-tribes, tribes in the Agency areas and Aboriginal tribes of various kinds, like Chenchus, Lumbadis and Sugalis in the Plains, must be continued and extended. Whatever general post-war educational policy may be adopted, all these tribes will still require special schools and special consideration.

6. *European education.*

Owing to the extreme smallness of the community and to the increasing necessity for members of the community competing successfully for careers in open competition with all other communities in the post-war world, it is essential that European education should come more and more into line with the general educational scheme of the Province. It is obvious that if this fundamental aspect is not attended to the interests of the Anglo-Indian community in particular will be seriously handicapped and in fact almost forgotten. In this connexion, it is significant that the Report on Post-War Educational Development in India published by the Central Advisory Board of Education does not refer at all to the problem of European education. The protection hitherto afforded to the community and the reservation of certain classes of employment for members of the community are already gradually disappearing and it is, therefore, essential that European education should be so strengthened that the boys and girls coming from European schools should be as able or more than as able to make their way in all professions as members of other communities. In this connexion, it has to be remembered that only a very small minority of students can find employment outside India.

One method of achieving what has been suggested is to increase the permissible percentage of non-Europeans reading in European schools. In this connexion, there is no evidence that the last increase under Article 131 of the Code of Regulations for European Schools has, in any way, affected the particular character of European schools as European schools. On the other hand, it can be clearly demonstrated that the increased admission of Indians mainly from well-to-do classes has definitely improved the educational standards in European schools. It may also be mentioned that the increased percentage of admission of non-Europeans has been of considerable financial advantage to many European schools. Further, in the general scheme for education in the Province, the European schools owe a duty to a certain type of Indian parents who, for several well-known reasons, cannot always admit their children into Indian schools. There are, for example, parents whose children have no mother-tongue; parents, including Government servants, who are liable to transfers in between the Plains and the Hills; parents who come from other Provinces and from outside India where their children have already started education in European schools and parents who need residential schools for the education of their children. In resisting the admission of the children of such parents the European schools where they have done so have not, so to speak, pulled their weight in the general interests of education in the Province. As will be noted later, there is also another reason for increasing the permissible percentage of non-Europeans and that is that the average strength, particularly of the European high school forms, is very low and generally uneconomic.

One of the outstanding features of general post-war educational planning in India is the raising of the status and pay of all grades of teachers. It is obviously essential that the European schools should share in this most important aspect of post-war education.

Another vitally important aspect of the general post-war educational planning is the bias to be given to technical and vocational education. Although the Madras Provincial Board for Anglo-Indian and European Education has once declined to consider the proposals which have already been made to Government in connection with the reorganization of Indian high schools, it seems essential that the Board should now change its attitude. The rapid industrialization of large areas in India during the war and the likelihood of increasing industrialization after the war should not leave the Anglo-Indian community, for example, unprepared to share in the profitable careers which this industrialization of various types will undoubtedly offer to the youths of the Province.

Owing to the high percentage, 23·9 for males and 25 per cent for females, of the European and Anglo-Indian population under instruction, it is generally assumed that all Europeans and Anglo-Indians are receiving adequate education. In the sphere of general education, there is a careful system of educational census figures to check, as far as possible, in every area what children are not under instruction. No such system has been adopted in regard to the scattered population of Anglo-Indians and Europeans. It seems desirable, therefore, that as a preliminary for an advance in European education, a careful census should be taken so that no boy or girl should or can be left without adequate education. In this connection, it is clear that while the wastage in general education has in the past been enormous, there is still considerable wastage in European education in so far as too large a number of pupils pursue only a short and inadequate course of education. With an Indian population of nearly 50 millions there is room, though regrettably, for a certain amount of wastage, but in a community with a total population of only approximately 47,000 there is no room for any wastage at all and it should be one of the primary objectives of post-war European education that every boy and girl, no matter what their circumstances may be, should receive education up to the highest standard possible. It may be argued, especially in the case of girls, that certain members of the community do not require an education which will fit them for a profession. This is a narrow view which ought to be opposed. All over the world, countries have come to realize that even in the case of girls who may have money or who may be going to be married, it is fundamentally sound that they should have been trained for some particular profession so that if, for example, money is lost or circumstances necessitate, a married woman or a widow has to earn her own living, she will be in a position to do so. Self-dependence as the result of a good and sound education is one of the most valuable results we can expect from a better system of European education.

If it is agreed that all boys and girls should receive education up to the highest standard possible, figures will show that at present the condition of European education is a long way from this ideal. There are approximately, 2,300 pupils in the Kindergarten classes and only 376 pupils in the high school standard. It is certainly not satisfactory that less than 17 per cent of the pupils under instruction receive a complete school course. It is a matter for serious consideration whether some form of compulsion should be introduced so as considerably to prolong the school-life of the European child. It may be suggested that many students obtain employment before reaching the high school standard. But it must be obvious that with the general rise in educational standards throughout the Province there are very few openings of a remunerative nature open to any student who has not at least reached the high school standard.

It follows from what has been stated that very few students take advantage of or are in a position to take advantage of University education and still fewer can take advantage of professional education. Of the total number of European and Anglo-Indian pupils reading both in European and non-European Institutions, only 126 are reading in arts colleges. This is far too low a figure for what is assumed to be an educationally advanced community. But more importantly it is far too low a figure in relation to the needs of the community as set out in the first paragraph of this chapter. The fact that only 64 girls and 62 boys are under instruction in arts colleges naturally affects the number of students reading in professional colleges. The almost total absence of students reading in professional colleges, except in the medical colleges, is a solid indication that the community is not yet in a position to compete with other communities in all avenues of employment. For the last two years, for example, there has been no member of the community in the Law College, in spite of the fact that in the past in this and other Provinces domiciled Europeans and Anglo-Indians have achieved both fortunes and fame at the Bar. During the last two years, only three members of the community have been admitted to the Engineering College. This again is gravely disquieting, since the engineering profession, in all its branches, is likely to be one of the most outstanding and important ones in post-war India. In the last two years no member of the community has joined the Agricultural College. It may be argued that the community is a poor community without landed property, but it is obvious that many a student without personal landed property has made a career for himself after taking a good Agricultural degree. In the Veterinary College, during the last two years, there has only been *one* member of the community. Even for a professional degree in education very few students have been forthcoming. Last year, there was only 1 (one) male member of the community undergoing a L.T. degree and only 10 women. It is true that there are special European training schools but, even in relation to the staffing of European schools, a degree in education has its own value.

While there has a reluctance on the part of students to go for higher education, the present position is probably partly due to the absence of sufficient financial assistance and any post-war scheme must ensure that the necessary financial assistance is forthcoming.

While very large schools are educationally unsound, small schools are equally unsatisfactory from an educational point of view. At present on the average the European schools suffer under this handicap and this, in spite of the fact that up to 40 per cent of non-Europeans are being admitted into the majority of schools. For a total attendance of 10,140, 72 schools seem to be extravagant and uneconomic. It is not forgotten that necessity determines that there must

be some schools in the Hills and some schools in the Plains and that denominational interests must be represented. But it is quite possible to devise means whereby, without either injuring vested interests or removing educational opportunities, the number of schools can be reduced and larger and better schools more economically maintained. The average strength of a European boys high school is 250 and of a European girls high school, 204; these figures of course include non-Europeans. The figures though low do not appear extremely low; but an analysis of the figures shows that the average numbers reading in, for example, the high school forms are very low indeed. Similar figures for middle and primary schools are: Boys—middle schools, 172; Girls—middle schools, 140; boys—primary schools, 100; girls—primary schools, 67; the figures given are average figures for the whole Province but actually there are a number of schools with even less than 50 pupils. Obviously, a child studying in a fairly large, efficiently staffed and efficiently managed school, has a much greater opportunity of progress than a child reading in a small and comparatively inefficient school. When the Code of Regulations for European Schools was framed, this was borne in mind; and also the scattered nature of the European and Anglo-Indian population was fully realized. Article 159 of the Code makes it possible to get over these difficulties and it seems desirable that in future a much more extensive use should be made use of Article 159 than in the past.

It is also a matter for consideration whether, in certain areas in the plains where the school-going population of Anglo-Indians is very small and where the existing small European schools have no very distinctive characteristics of European education, the local community cannot usefully and profitably make use of the existing Indian schools. This suggestion was put forward as long as 1929 by the Education Statutory Committee of the Simon Commission.

7. University education.

The position in regard to University Education in India has been constantly under review by expert committees including the comparatively recently established Inter-University Board. From first to last there has been practically no difference in the recommendations made by all these representative committees but unfortunately most of the recommendations have remained up to date, unaccepted or unimplemented. It seems essential that in post-war planning, the following aspects of University Education should receive immediate attention :—

1. Existing Universities and any new Universities which may be founded must relate themselves much more directly with the development of industry in the country. In all other countries large scale industry has grown up in conjunction with the development of Universities which have assisted industry by research and by the production of the necessary technically qualified young men and women. Similarly, large scale industries have assisted such Universities by financial assistance, etc. It is too late to lament that this has not been the case in South India but post-war industrial developments make it absolutely essential that the South Indian Universities should in future have, as a primary objective, collobaration with industry. In this Province we have only the Engineering College and the needs of war and industries connected with the war have very clearly demonstrated the total inadequacy of this provision for engineering at the University stage. Even after the war when engineers of all types are likely to be in high demand, the existence of only one Engineering College will be totally inadequate. Fortunately, the three Universities in this Province have already awakened to the need for more engineering and technological instruction. The Andhra University has already submitted to Government a scheme for the introduction, after the war, of marine engineering and aeronautical engineering. The Madras University have already started Chemical technology and they intend gradually to extend these courses to textile technology and leather technology as well as other branches of technology. The Annamalai University has already sent proposals to Government for opening, after the war, an engineering college with courses in electrical, mechanical and civil engineering. These courses will also include Chemical technology and communication engineering. Proposals are also under consideration for the opening of a course in electrical communication engineering in the Engineering College, Guindy. Naturally the cost of these proposals is high but it cannot be considered out of proportion to the necessities of post-war reconstruction at the University stage. The cost of introducing marine engineering and aeronautical engineering in the Andhra University has been estimated to be Rs. 27·94 lakhs non-recurring and Rs. 2·83 lakhs recurring. The estimated cost of the technological courses introduced and to be introduced by the Madras University is approximately Rs. 16 lakhs non-recurring and a minimum of Rs. 1·5 lakhs recurring. The estimated cost of the proposed engineering college at the Annamalai University is Rs. 12 lakhs non-recurring and Rs. 2 lakhs recurring.

In my opinion, it is very essential that these schemes should be put forward as urgently as possible in order that, as already explained, the Universities will be able immediately after the war to play their part in the industrialization of the country.

2. Ever since the Saddler Commission, the abolition of Intermediate classes in the South Indian Universities has been constantly advocated by every reputable body and the last quinquennial meeting of the Inter-University Board again recorded their opinion in favour of this reform. Unfortunately vested interests have succeeded so far in preventing the introduction of the reform; but post-war improvement of standards in our universities demand the immediate introduction of the reform and the establishment of a minimum three-year graduate course.

3. In the past much saving of expenditure and considerable increase in efficiency could have been obtained by institutions in large cities like Madras having common laboratories and a considerable amount of inter-collegiate work. In the developments to come these two points, I think, should be kept prominently in view.

4. On the whole the provision and opportunities for research work in South Indian Universities have, in the past, been very small and it will be necessary in connection with industrialization largely to increase the provision made for research work particularly research work connected with industry.

5. It is obvious I think that when the South Indian Universities launch out into a new programme of what may generally be called technology and various branches of engineering, it will be necessary for the Government to give them considerably greater recurring and non-recurring financial assistance than in the past.

8. The training of teachers.

With the expansion of education and with the introduction of compulsion as visualised in this report, it is obvious that there must be a rapid and very large development of training institutions. The existing position is that there are 75 training schools for masters, with a total strength of approximately 9,000 pupils of which 1,400 and odd are undergoing secondary-grade training. In addition, there are 67 training schools for women with a total strength of 4,300; of these, approximately 660 are undergoing secondary-grade training. The figures given are for the year 1942–43 and there has been some increase in strength during the current year. In recent years the approximate output from secondary-grade men's training schools has been 1,100 and from higher elementary men's training schools approximately 7,300. From secondary training schools for women and from higher elementary training schools for women, the corresponding figures are 430 and 3,250. The total annual output therefore of all grades of teachers, other than graduates, has been about 12,000. While it should be one of the main points of policy in mass education, as suggested elsewhere, gradually to eliminate the higher elementary trained teacher, it will obviously be impossible to do this for some time to come particularly if Government accept the proposal made in this report that compulsion should be introduced from Standards I to V in all areas as urgently as possible. It is not easy accurately to calculate the number of additional teachers that will be required to introduce such compulsion completely but the figure is not likely to be less than 110,000. In making any calculation based on the present output of our training schools it has to be remembered that the figures given for training schools are war-time figures and that the war has very seriously affected the number of teaching coming forward for training and has also drawn away a large number of members of the teaching profession itself into the Army, Navy and Air Force.

In any case, it is clear that the present output of training schools is far too low to meet the demands of expansion and compulsion, if an immediate effort is to be made to improve and expand education after the war. The Report of the Central Advisory Board of Education has suggested that it will take 35 years to provide the additional number of teachers required for primary and secondary schools. It is to be hoped that we shall not have to wait 35 years in this Province for meeting at least our minimum requirements. If the existing number of training schools are doubled and we are able to admit the maximum number of students at the utmost it should not take more than 10 years to provide what the proposals in this report require. The total additional cost in doubling the output of the present number of trained teachers will approximate to Rs. 20 (twenty) lakhs.

As far as can be seen the expansion of secondary education is not, except in the case of women's high schools, likely to require large additions to the strength of the men's L.T. colleges. But one aspect of the expansion of secondary education in regard to the position of teachers must not be forgotten and that is the need for qualified teachers to handle the proposed bifurcated courses. For the Secretarial courses a much larger number of commercial schools will have to be recognized and many more students will have to appear for the Government Technical Examinations. There should not, however, be much difficulty in achieving this objective. The same roughly applies to embroidery, sewing, music, drawing and painting. For Domestic Science in girls' high schools a beginning has already been made by the successful establishment of the degree course in Domestic Science in the Queen Mary's College and in the Women's Christian College, Madras. The strength of the classes in these courses can, if necessary, be suitably increased. For the bifurcated courses in Electrical and Mechanical Engineering, it seems obvious that recruits from the Engineering College will have to be largely employed. The possible use of the existing war technicians' centres for this purpose has already been referred to. And also one can be fully confident that a considerable number of discharged members of the Indian Army, Navy and Air Force will be available for this class of teaching work. For the bifurcated courses in Nursing services, the Medical Department will naturally have to be relied upon. For any other class of bifurcated courses for which there is at present no form of teachers' training, special training will have to be provided for teachers either in existing training schools or separate training schools.

9. Physical education.

One of the most urgent post-war needs is a great improvement in the opportunities afforded for physical education in all grades of institutions and in the supervision of the work of physical education in all grades of institutions. At present the existing supervising staff for institutions for boys consists of one part-time Adviser to Government on Physical Education and *four* Regional Physical Directors, with headquarters at Madura, Coimbatore, Anantapur and Guntur. For the supervision of physical education in institutions for girls, there is *one* whole-time Woman Specialist in Physical Education with *an* Assistant. But it has to be remembered that these two women officers are engaged every year, apart from inspecting work, in conducting courses for the training of physical training instructresses. Leaving aside the colleges all of which at least have one Physical Director, the supervising staff just referred to are responsible for seeing that physical education is satisfactory in 559 boys' secondary schools, in 145 girls' secondary schools, in 75 training schools for men, in 67 training schools for women, in 32,800 elementary schools for boys and in 4,245 elementary schools for girls. Obviously the existing supervising staff is totally inadequate to carry out the duties expected of it. Until July 1942, there was only one whole-time Physical Director in the men's branch for the whole Province; the Regional Physical Directors already referred to were appointed with effect from the 1st July 1942. In spite of the obvious improvement made by the appointment of four Regional Physical Directors an idea of the inadequacy of the control at present being exercised can be obtained from the following facts. Leaving aside altogether elementary schools and renumbering that these officers were appointed in July 1942, it has been reported in October 1944 that in order to complete the first routine inspection of all secondary schools and all training schools, the Regional Physical Directors will need the following additional time :—

The Regional Physical Director, Anantapur.	Up to March 1945.
The Regional Physical Director, Coimbatore.	Up till October 1945.
The Regional Physical Director, Guntur.	Up till April 1945.
The Regional Physical Director, Madura.	Up till March 1946.

Amongst others, two factors make it essential that particularly in the case of high schools inspection work should be immensely speeded up. One factor is that physical education has now become a compulsory part of the S.S.L.C scheme and the other is that the majority of the physical training teachers employed in secondary schools hold only low grade qualifications and cannot be expected, without supervision and advice, to plan school physical activities on satisfactory lines. The more regular inspection of training schools is equally important since all the teachers undergoing training are supposed to be receiving instruction which will enable them to assist in supervising physical activities in schools. Even now the Regional Physical Directors are holding refresher courses and paying visits to elementary schools. From the figures given however the number of refresher courses particularly for elementary school

teachers and the number of visits to elementary schools must be and have been very limited. Such being the present condition in regard to boys' schools, the position in regard to girls' schools is obviously worse. Leaving aside elementary schools, the two specialist women officers of this department cannot possibly adequately supervise within a reasonable period of time as many as 145 secondary schools and 67 training schools. It is true that a number of the training schools are attached to secondary schools but they are supposed to have separate physical training instructresses and separate programmes. These figures however by no means given an adequate picture of the number of girls who ought to be undergoing physical education to be supervised since in boys' secondary schools alone nearly 20,000 girls are under instruction and it is becoming increasingly necessary to have women physical instructresses attached to a number of institutions for boys. When it comes to the supervision of physical activities in elementary schools for girls, it has to be remembered that over 750,000 girls are reading in elementary schools for boys or nearly twice the number reading in elementary schools for girls.

The Report of the Central Advisory Board of Education on Post-War Educational Development in India has recommended that there should be at the headquarters of every education department a whole-time qualified officer to organize physical education and that there should be a Government physical director for each district of the Province. The report however does not deal with the supervision of physical education in girls' schools. It would appear from the figures given that future satisfactory developments in this Province will require the continuance of the Adviser to Government on Physical Education, if possible, on a whole-time basis and of the Woman Specialist in Physical Education. Obviously the number of Regional Physical Directors will have gradually to be expanded until there is one Government physical director for each district. Similarly, at least six Government physical women instructresses will be necessary for the proper supervision of the schools in the Province.

There are three other important aspects of physical education which have to be considered and in connexion with which steps will have to be taken as early as possible to improve existing conditions. They are—

(1) the inadequacy of the training received by the majority of physical training instructors attached to schools;

(2) the huge deficit in the number of trained and qualified physical training instructors at present employed in schools or even available for employment; and

(3) the inadequacy, generally, of the playground space available for physical activities in schools.

The average strength of a boys' secondary schools is approximately 440; but there are many boys' high schools in the Province whose numbers exceed 1,500 and even 2,000. The existing departmental rules require that there should be a qualified Physical Training Instructor for every 250 pupils but since they are even secondary schools without a qualified physical training instructor at all it is obvious that the departmental rule is, in almost every case, being broken. There are, unfortunately, even training schools without qualified physical instructors. Hundreds more physical training instructors are needed throughout the Presidency. The jurisdiction of the Regional Physical Director, Guntur, for example, requires under present conditions 80 more physical training instructors.

In secondary schools for girls which have been expanding very rapidly in recent years and in training schools for women, the position is perhaps even worse. At the present time there are 64 posts actually vacant for want of qualified candidates.

Apart from the urgent need for an increase in the number of physical training instructors, there is also an urgent need for an increase in the number of physical training instructors in high schools and training schools with higher qualifications. Taking all boys' secondary schools and training schools together, for example, the great majority of physical training instructors still remain men only with the old Gymnastic Instructor's qualifications and the number of diploma holders and even higher certificate holders from the Y.M.C.A. College of Physical Education, Saidapet, is comparatively very small. By contrast, the position in institutions for girls in this respect is comparatively better except for the great shortage of any type of physical training instructress already indicated.

It is obvious that the output of physical training instructors and physical training instructresses must be very largely increased as urgently as possible. In this connexion, steps will have to be taken, with the agreement and co-operation of the Y.M.C.A. College of Physical Education, Saidapet, to admit a much greater number of students particularly for the higher grade training every year. There are perhaps two main reasons for the present shortage in applications for training particularly from withinside this Province and they are the comparatively low pay of the physical training instructor after he receives his training and more particularly the absence, in the case of teachers except those coming from local body service, of any stipend for their maintenance while under training. It should not be difficult or costly for Government to overcome these difficulties. In fact, proposals for the giving of stipends for men teachers under training at the Y.M.C.A. College of Physical Education, as is already done for women teachers under training, are already in front of Government.

While there are fortunately a few schools with excellent playground space, the great majority of schools are handicapped by wholly inadequate playground space. In some cases owing to crowded conditions in urban areas the managements are not at fault but in many places the managements have not regarded, in spite of repeated departmental reminders, the acquisition of sufficient playground space as essential to the needs of the schools. Since the war, the position has been made worse by the holding up, in almost every case, of acquisition proceedings in connexion with land. After the war these difficulties must be overcome and the conditions of recognition must be so stiffened that schools with inadequate playground space cannot be permitted to exist. In regard to elementary schools in the great majority of cases, the schools possess no playground space of their own but I repeat the suggestion, which was made to Government some time ago, that in rural areas in particular some small portion of land which is usually available should be definitely allotted to the elementary school for gardening and physical activities. Actually the position in regard to school gardens has, in recent years, enormously improved and even for small elementary schools there is even now usually a little land available for physical exercise but for large elementary schools much still remains to be done.

10. *Medical inspection.*

One essential post-war reform in education must obviously be the medical inspection and treatment of pupils at all stages of education. The main difficulty in the post in this Province has been that even when

there was a system of medical inspection it excluded the pupils most in need of medical inspection and generally of remedial work, namely, all the pupils reading in elementary schools, particularly in rural areas. During the last 15 years a number of schemes have been placed before Government for having a complete system of medical inspection throughout the Province, but no complete scheme for medical inspection was ever introduced. In 1926, Government made medical inspection compulsory in all recognized secondary schools for boys and in 1928 they extended these orders to all students in arts colleges for men and women situated in the Madras University area and for boys in elementary schools in compulsory areas. Unfortunately, even these limited schemes introduced by Government were eventually given up owing to retrenchment.

Medical inspection of college students, both in arts and professional colleges, presents little difficulty and in fact the majority of colleges have already regular medical inspections. Most colleges already have their own medical attendants and many hostels attached to colleges or connected with colleges have medical attendants also. Further, all colleges are at present so located that remedial measures and follow-up work are perfectly possible. Already the Madras Educational Rules provide for the levy of a medical inspection fee in colleges to cover the cost of regular medical inspection. In connexion with colleges, therefore, all that appears to be necessary is that where it has not already been done, the Universities should make regular medical inspection compulsory.

With regard to the medical inspection of pupils in secondary schools and more particularly in elementary schools much will depend upon the post-war proposals of the Medical and Public Health departments. The Surgeon-General has recently stated that it is the intention of Government to have a dispensary within three miles of every village and a hospital within a radius of six miles of every village. This will mean approximately having 1,110 hospitals and 4,445 dispensaries; it will also mean addition of 903 hospitals and 3,624 dispensaries to the existing institutions. It is obvious that if this programme is completely carried through in a short period of time, the medical inspection of all children in secondary schools and elementary schools and even the necessary remedial work will become possible. On the other hand, however, it would look as if, necessarily, the great expansion proposed in the number of medical institutions must take a considerable time to be fully brought into effect. It will, I think, therefore, be undesirable to postpone a scheme of compulsory medical inspection for all pupils in secondary and elementary schools until the programmes of the Medical and Public Health departments have been fully complete.

With regard to the pupils in secondary schools, it should at least be possible with the existing medical aid available to make medical inspection compulsory and to make a medical inspection fee compulsory. It should also be possible in regard to aided institutions, to revert to the old system whereby one-third of the cost of medical inspection was met by a special fee, one-third by the management and one-third by a grant from Government.

The joint committee of the Central Advisory Boards of Education and Health set up by the Government of India recommended that it was not necessary to have too many frequent medical inspections in each grade of school. They recommended that approximately there should be three medical inspections in primary schools and at least two in secondary schools. The number of inspections in secondary schools however will obviously depend upon from what class the secondary school commences. If a secondary school has classes below Form I, more than two inspections will be necessary. The Surgeon-General has recommended that in secondary schools medical inspection may be held at intervals of about two years. If this is done, it will naturally increase the ultimate cost of medical inspection during the secondary school course. The Surgeon-General has also recommended that a fee of 8 annas should be charged for the first examination in secondary schools and a fee of 6 annas for any subsequent examination. I recommend however that the cost of medical inspection in secondary schools be worked out upon the old original figures 12 annas for the first inspection and 6 annas for a repeat inspection. On this basis and taking into account the total number of pupils now reading in secondary schools in this Province, a first inspection would cost approximately Rs. 2·07 lakhs and a repeat inspection, Rs. 1·035 lakhs. However many inspections are actually held, the financial cost to all concerned cannot be considered as high.

The really difficult problem of conducting medical inspection appears when the position of elementary schools is considered. The total number of children now in elementary schools is approximately 3,045,000; of these approximately 2,277,000 are in rural areas. If wholesale compulsion is introduced from Standards I to V, as recommended elsewhere in this report, it will mean that approximately another 4,273,000 pupils will have to come under medical inspection scheme and of these approximately 4,092,000 are in rural areas. We shall be dealing therefore ultimately with at least a total number of children in elementary schools exceeding 7,300,000. The Surgeon-General has suggested, like several of his predecessors and several of the Directors of Public Health, that a fee of 4 annas should be charged from elementary school children for each medical inspection. I am entirely against charging any fee from all elementary school pupils for medical inspection since the vast majority of children in elementary schools cannot afford to pay even a fee of 4 annas. Assuming, however, that 4 annas per pupil will be able to meet the needs of the medical inspection of children in elementary schools, one inspection of children already under instruction will cost approximately Rs. 3·8 lakhs and one inspection for the pupils still to be brought under instruction under a scheme of compulsion will cost approximately Rs. 5·35 lakhs. The total ultimate cost therefore of two inspections during the primary course should not exceed more than about Rs. 19 lakhs. Medical inspection being obviously a public and national service, I consider that the cost of it in elementary schools should be met entirely from public funds. The estimates of cost given however can necessarily only be approximate. The Surgeon-General's suggestion of a figure 4 annas per pupil was dependant on the availability of a sufficient number of rural medical practitioners. But, if as already indicated, the proposals of the Medical and Public Health departments take considerable time to mature, the initial cost of medical inspection for elementary school children will be very considerably enhanced because, in addition to the existence of rural and other medical practitioners now available, there will have to be as suggested in previous schemes submitted to Government, a full-time departmental medical inspecting staff. A further problem in connexion with the medical inspection of children in elementary schools arises in connexion with the medical inspection of girl pupils. It is not likely that parents of girls between the ages of 5 and 10, for example, will object to their examination by rural male medical practitioners but there are a large number of girl pupils in elementary schools over the age of 10 and in higher elementary schools much beyond that age. Arrangements will

have to be made, in the case of such girls, for inspection by women medical officers and this in the initial stages will probably mean sending elderly girls to taluk headquarters for examination.

11. *Adult education.*

The Report of the Central Advisory Board of Education devotes a whole chapter to adult education. As has been repeatedly pointed out to the Madras Government, in almost every other country in the world, except in India, the meaning of adult education has been the extension and widening of the knowledge already acquired by those men and women who have already received at least a minimum of general education. In spite of this however the Report of the Central Advisory Board of Education deals mainly with the making of illiterate adults, literate and proposes to spend in 25 years a sum of approximately 42 crores of rupees on this purpose. In my opinion, such a programme is entirely unnecessary. If the proposals of the Central Advisory Board regarding the introduction of compulsion for all boys and girls between the ages of 6 and 14 are put into operation or even if the proposals made in this report elsewhere for the immediate introduction of compulsion in Standards I to V and its gradual extension are accepted, there seems to be absolutely no need to adopt, in this Province, any widespread scheme for making illiterate adults literate. Except for the assistance given in a few cases, the policy of the Madras Government, in recent years, has been to concentrate on attempting to get every boy and girl to school and keep them there until they are made permanently literate. Experience in this Province in the past and in all other Provinces up to date shows that with very rare exceptions all effffforts to eradicate adult illiteracy by night schools, special classes, etc., have failed and that scarcely any adults have completed a primary course of education, let alone been made permanently literate. It cannot be denied that, with sufficient finance and with power to compel the illiterate adults to attend a sufficiently long period of schooling, better results might be obtained; but in view of what has already been stated and in view of the large programme of work and the large initial expenditure facing the Province in connexion with post-war education, a widespread system of so-called adult education does not appear to be called for. In coming to such a conclusion it may be noted that the Central Advisory Board has not been able to suggest any practical means whereby illiterate adults who are unwilling to be educated can be compelled to undergo instruction.

It will be essential however to develop, after the war, as widely as possible and with the assistance of all existing organizations, libraries, Universities, etc., a system by which real adult education may be provided for in the sense that children who have already left school should not only be prevented from lapsing into illiteracy but should be, whatever their occupation, provided with opportunities for further study and part-time education. University extension work, adult education centres with libraries and all educational institutions can be utilized for this purpose. Similarly, the development of the use of the radio and the cinema for education will be of great help to the movement.

12. *The problem of the returning soldier.*

The problem of the returning soldier is not mainly the concern of the Education department. But obviously the Education department has a considerable part to play in assisting the returning soldier to find suitable and congenial employment. Already Government have reserved 100 per cent of the posts in the department for those members of the Army, Navy and Air Force who were in Education before they joined the fighting forces. But apart from this, educational institutions, generally, should be able to absorb a very considerable number of returning soldiers in various capacities without their requiring extra or special training. From the lists of different categories already supplied to me by the Government of India, I find that there will be a large number of men qualified to be appointed as ordinary teachers, physical instructors and, in particular, instructors in technical subjects. There is already a shortage of ordinary teachers, physical training instructors and instructors in technical subjects and many of the returning soldiers, if willing, should be able considerably to reduce this shortage. In any case, I consider that in all grades of institutions preference should be given to the returning soldier whenever he is suitably qualified, though possibly not actually technically qualified under the rules. Apart from the general expansion of education contemplated, after the war, qualified prevocational instructors are still badly needed in all higher elementary schools and the new contemplated bifurcated courses in secondary schools will provide a very considerable number of openings for technically qualified men. I think that it should not be forgotten that apart from the obvious need for finding employment for soldiers in educational institutions, the training, discipline and experience acquired by the returned soldier should be of immense value to the future of educational institutions generally. A further point will need consideration in connexion with the employment of soldiers in educational institutions. Although post-war reconstruction contemplates an all-round rise in the pay of the teaching profession generally, it may be necessary, in some cases, to offer special rates of pay or special starting salaries to the returned soldier. If this becomes necessary, I think, it should be done ungrudgingly.

Apart from the returned soldier who is already qualified for employment, there are likely to be a large number of younger men who cannot obtain employment in educational institutions without special training. I consider that all such men who express a desire to obtain employment in educational and allied institutions should be given every facility for being trained in agricultural, industrial, technical and teachers' training institutions. I also consider that this training should be given completely free of cost. Obviously, after such training, there must be a guarantee of preferential treatment in regard to employment.

All that has been suggested above is obviously over and above the various concessions which have already been granted to all grades of students who gave up their educational studies in order to join the fighting services in any kind of capacity.

The problem of the education of the children and dependents of serving soldiers has already been dealt with during the war itself by the Madras Government. It is only necessary therefore to recommend that the existing concessions should be continued and extended for as long a period as may be necessary to see that all such children get a complete education. In this connexion, the recommendation of the Madras Soldiers' Board that all such children, when in need, should be given completely free boarding and lodging facilities in hostels, should be accepted, as early as possible, and continued after the war. In regard to Government educational institutions, orders have been issued that priority in making admissions must be given to the children and dependents of serving soldiers. But similar orders do not exist in regard

to non-Government educational institutions. I recommend that the present orders in regard to Government institutions should be made applicable to all institutions. In the same way as preference in regard to employment is going to be given to the returning soldier whether immediately or whether after further educational training, preference in regard to employment should be given to the children and dependents of ex-service men after they have completed their education.

13. *Technical education.*

Technical education has already been dealt with under the chapters on Universities and secondary schools. But as has been already indicated in the chapter on secondary education, a considerable number of separate technical, industrial and trade schools will become necessary to supplement the proposals already made in regard to bifurcated classes in secondary schools. The present number of higher grade technical schools and polytechnics in the Province is extremely small and it will be necessary, in order to meet the needs of industry, to have a considerable number of advanced technical schools as also diploma courses. After the war, industry will need a large number of trained workers of various grades and it will be quite insufficient to have, in this Province, merely bifurcated courses in high schools and new degree courses in Engineering colleges. It is obviously not possible to estimate immediately how many higher technical schools and diploma courses may be necessary. This can only be done after a survey of industrialization has been made. But apart from students independently going to higher technical schools, there must be, as already recommended, provision for those students who have taken technical subjects in the bifurcated high school courses to proceed for further and more specialized technical training. Fortunately, after the war, we shall have already in existence a considerable number of war technicians' training centres which should, I think, with adaptations, be used for the purposes I have suggested. Already these institutions are fully equipped to turn out skilled technicians of various types and it should not be difficult in most cases to raise their standards so as to provide for more advanced technical training. It will also be necessary to make provision for those already in employment but who need to improve their qualifications. This will mean having part-time courses in addition to the ordinary whole-time courses. As in the field of general education, financial assistance by way of stipends and scholarships is being largely given in schools and colleges, so with the development of more technical schools and courses, the same type of financial assistance should be provided for.

In regard to Agriculture, it will be necessary as already suggested in this report for Government to consider whether the development of agriculture does not require something more than a mere degree course. If Government consider that a diploma course in agriculture, for example, is necessary, agricultural courses on the lines of other technical courses will have to be instituted.

14. *The pay of the teaching profession.*

In all the discussions connected with Post-War Educational Reconstruction there has been unanimous agreement on one point and that is that the existing pay of the teaching profession, throughout India, is extremely unsatisfactory. Mainly, though not exclusively, the success or failure of educational effort depends on the teacher and it is more than obvious that underpaid teachers cannot produce the best results even from a well-devised educational system. In this Province, in recent years, every effort has been made to improve the conditions of service of teachers of all grades. But in spite of this it is obvious that salary scales, generally, for all grades of teachers are inadequate for the importance and responsibility of their work. In this Province there are, at the moment, approximately 120,000 teachers out of which only 4,500 are graduates with the result that the great majority of teachers, other than graduates and excluding teachers of the lower elementary grade, are drawing salaries varying between Rs. 14 a month and Rs. 55 a month. The figures given do not include pandits. Obviously very little special pleading is needed to prove that the salaries of teachers generally in aided schools are inadequate. One of the major post-war educational reconstructional reforms should, therefore, be the improvement of teachers' salaries. The Report of the Central Advisory Board of Education has recommended that the absolute minimum scale of pay for teachers in primary schools should be Rs. 30—1—35—3/2—50. It has also recommended that for the same class of teachers in, what we in this Province call, higher elementary schools, should be Rs. 40—2—80. The report has also recommended that secondary grade teachers in high schools should receive Rupees 40—2—80, that graduate trained teachers should receive Rs. 70—5—150 and that headmasters and headmistresses of high schools should, in accordance with the size of the school, receive salaries varying between Rs. 175 and Rs. 500. It cannot, I think, be stated that the recommendations of the Board are extravagant and, in spite of the cost involved, I consider that every effort should be made to introduce these minimum scales into this Province. It has to be remembered, however, that the minimum scales of pay are based on the assumption that the lowest qualified teacher will be a secondary grade trained man. It will not be necessary therefore for Government, for a considerable time to come, to introduce the proposed scales of pay for all classes of teachers. But even while we continue to employ lower elementary and higher elementary grade teachers, for example, I consider it essential that a minimum salary of Rs. 20 should be laid down for any class of teacher under any management.

It is by no means easy at all accurately to calculate even the initial expenditure required to meet the pay of teachers if the above recommendations are accepted. But a fairly careful estimating shows that to meet the rise of pay in the existing number of teachers of all grades will require a sum of approximately Rs. 2·27 crores. If compulsion in elementary schools up to the V Standard is introduced, the cost of the additional staff required at the minimum rates will amount to about Rs. 2·92 crores. The total approximate initial cost of the scheme therefore amounts to about Rs. 5·2 crores. It should be possible, in many cases, for aided and local body managements to share in the cost of the re-organized pay of teachers but obviously when such large sums of money are involved, the main weight of the cost will have to fall on Government. The figures show that the immediate cost of introducing the reformed pay will be heavy but the immediate cost will not be as heavy as the figures indicate since, out of the existing approximately 120,000 teachers, not all of them fall below the minimum scales suggested and since further it will quite obviously take time before the number of teachers taken into account in the calculations who will ultimately be required for the complete introduction of compulsion, will only come into existence over a period of years.

15. *Administration.*

Judged by its budget, let alone by its importance, the Education department is the biggest department in this Province and, in fact, in any Province in

India. Attention to the pay and status of its personnel cannot with any safety continue to be postponed. It is imperative that apart from anything else officers who are controlling a total educational expenditure of over 7 (seven) crores and a Government budget of approximately 4 (four) crores should be at least in grades and scales of pay *not* inferior to other departments with heavy Presidency and district responsibilities. Ever since recruitment to the Indian Educational Service was discontinued in 1924, the Educational Service in this Province has deteriorated. Madras, with the largest education budget in India, in fact twice as large as every Province, except one, has not yet introduced a Class I Service to replace the Indian Educational Service, although every other Province in India has done so. In fact, both in the administrative branch and in the collegiate branch generally, the salaries offered are the lowest in India. It is noticeable also that on the administrative side under the head "Direction and Inspection," Madras spends the lowest percentage of the total Government budget than any Province in India. It must be remembered that for service in the Education department, unlike service in most other departments, a double degree and high academic qualifications are necessary. In order to indicate the position, the scales of pay now offered in the various grades are given, though until a few months ago they were even lower.

	RS.
Junior Deputy Inspectors of Schools ..	50 to 75
Deputy Inspectors of Schools and School Assistants.	70 to 130
With a selection grade of ..	130 to 190
Members of the Subordinate Educational Service in the Collegiate branch.	100 to 200
District Educational Officers of gazetted rank—	
In the Men's branch	200 to 700
In the Women's branch	200 to 500

Similar scales are adopted for gazetted officers in the Collegiate branch.

The only posts carrying superior pay to those already mentioned are 4 (four) posts of Divisional Inspectors—

3 (three) posts of Deputy Directors; and

2 (two) newly created posts of Principals of colleges.

These posts carry a pay ranging from Rs. 600 to Rs. 1,000.

On the collegiate side, where extremely high academic qualifications are demanded not merely by Government but by the Universities, it is perhaps more than startling to realize that the highest initial pay to be offered to any one, no matter his qualifications, is Rs. 200 and was until recently only Rs. 190. It can scarcely be expected that under these conditions satisfactory recruitment can be maintained and the old standards of teaching efficiency kept up. In the old days, before recruitment to the Indian Educational Service was abolished, every member of the service, including Indians, had degrees from Overseas Universities, in addition to any other qualifications they might possess. It is scarcely possible now to expect any Indian who has spent time and money on studying abroad, to accept a starting salary of Rs. 200. While on the collegiate side the position has resulted in a grave deterioration of standards, on the administrative side, the position has become positively dangerous. District Educational Officers who are District Officers and who used in the old days to rank along with the members of the Police, the Public Works Department, the Forest Service, etc., are scarcely able to maintain their position at all. The majority of the District Educational Officers are promoted men and their initial salary is, in almost every case, less than what they were drawing in the subordinate service. Apart from that, owing to their promotion coming usually and naturally rather late in service, they have no hope whatsoever of reaching their maximum, however low that maximum may be. At present, out of 26 District Educational Officers, 22 are drawing only Rs. 300 or less. In fact, the majority of these officers are drawing only Rs. 200 or a little over. All these officers have very heavy personal financial responsibility in connexion with grant-in-aid, etc., amounting on the average to about Rs. 15 lakhs a district and for their inspecting work and particularly for their recruitment work, since the war began, they are expected to maintain motor cars. It does not need much argument to prove that, as already stated, the position has become dangerous.

Though the existing scales of pay are obviously low scales of pay, the main difficulty is the extremely small starting salary in each case for the elderly promoted officer. The starting salary of the Provincial Service grade is invariably considerably lower than what the officer was drawing in the Subordinate Service and for the new recruit the starting salary is such as to make it practically impossible now-a-days to attract the most suitable candidates to the service. Whatever reforms in the salary grades, therefore, that may be introduced it is absolutely essential that the starting salaries should be very considerably raised. It is also essential that in order to make work in the department attractive and secure and retain the best men, there must be a considerably larger number of posts carrying a maximum exceeding the present Rs. 700. In 1941, the Central Advisory Board of Education, appointed a special committee to consider the question of the recruitment of Educational Officers. This Committee came to the following conclusion, amongst others:—

"In view of the importance which ought to be attached to the Educational Service the attraction which it offers should be at least comparable with those offered by other major Government services. In actual fact, the financial attractions offered to young men and women of outstanding ability to enter the Educational Service are distinctly inferior to those offered by other Services."

The Committee dealt mainly with Educational Officers in the administrative branch but they made it clear that the minimum salaries which they suggested include salaries for teachers of all grades under Government. In making their recommendations the Committee did not divide the service into, as we have in this Province, a Subordinate Educational Service and a Provincial Educational Service but they divided the officers into Junior Grade Officers and Senior Grade Officers over and above which there must necessarily be a number of posts drawing higher pay. For the Junior Grade Officers, i.e., for the officers in the lowest grade of any branch of the Service, they recommended that the minimum scale of salary should be Rs. 150—10—250—10—350. For the Senior Grade Officers they recommended that there should be a minimum scale of Rs. 250—15—550—20—750. Above these grades, the Committee recommended that there must be in all Provinces a Grade I or Class I to which officers can be promoted or directly recruited. In this connexion the Committee recommended that the scale of pay for officers in Class I should, in no case, be less than Rs. 400—25—1,000. Over and above Class I, the Committee recommended that for certain special posts such as, Deputy Directors of

Public Instruction, Chief Inspectors and Inspectresses of Schools, Divisional Inspectors of Schools, etc., should receive a higher salary than the salary proposed for Class I. The recommendations of this Committee were placed before the Central Advisory Board of Education, in January 1943, and unanimously accepted. It will be noticed that the minimum starting pay suggested for the lowest grade Education Officer is not only higher than the starting pay of any officer in the Subordinate Educational Service but is higher even than the initial salary of the selection grade of the combined cadre of Deputy Inspectors and School Assistants. It will also be noticed that the maximum of the scale advocated for the lowest grade in the Education department is at least Rs. 150 higher than the present maximum of any grade in the Subordinate Educational Service. For the senior grade Education Officer the recommended minimum scale is higher, but not greatly so, than the existing scale for the Provincial Service. But the all-important point in the recommendations is that for senior grade officers there should be a Class I with a scale of not less than Rs. 400—25—1,000. The introduction of such a Class I would mean, amongst other things, that not only would there be prospects of further promotion for officers in the Provincial Service but more importantly that it would be possible to recruit both for professorships in Government Colleges and for the inspectorate men with exceptionally high qualifications. In the Provincial Service in this Province the women's branch draws a lower scale of pay than the men's branch. In that connexion, it may be noted

that the sub-committee of the Central Advisory Board and the Central Advisory Board itself, have recommended that there should be no distinction in pay between the women's branch and the men's branch.

It has already been pointed out that the most serious difficulty in recruiting suitable candidates to the Educational Service is the low starting salary at all grades of the service. I, therefore, recommend that the minimum salary of officers in the administrative branch and of officers in the School Assistants cadre should be fixed at Rs. 100. I also recommend that the minimum salary of members of the Subordinate Educational Service in the collegiate branch should be fixed at Rs. 150. For the Provincial Service, I recommend that the minimum starting salary should be Rs. 250.

In 1930, the Madras Government passed orders creating a Class I Educational Service with a scale of pay of Rs. 400—40—600—50—1,200 with a selection grade of Rs. 1,250—50—1,500. I recommend that this Class I Service may again be sanctioned by Government and that Divisional Inspectors, Deputy Directors and Principals of First Grade Colleges should be paid according to the selection grade scale of pay.

No.F.26-13/44-C.A.B.
Government of India.
Department of Education, Health and Lands.
(Central Advisory Board of Education).

Simla, the November, 1944.

52844

From The Joint Secretary
to the Government of India.

To The Secretary
to the Government of Madras,
Education and Public Health
Department, Madras.

Post-War Educational Development in India - Report of Central Advisory Board of Education.

Sir,

I am directed to refer to the correspondence ending with this Department letter No.F.26-18/44-C.A.B. of 18th September, 1944, and to enquire when the Provincial Government's proposals in regard to Post-War Educational Development may be expected.

I have the honour to be,
Sir,
Your most obedient servant,

for Joint Secretary.

Letter
Telegram

To

The Hon'ble Secretary
to the Govt. of India
Dept. of Ed., Health &
Simla.

Sir,

Post war educational reconstruction

In reply to your letter No. F-26-13-44-CAB dated 4th November 1944 I am directed to say that the proposals for post war educational development have been received from the N.W.F. Province and from the Madras Govt. have considered a committee to consider post war problems and the proposals received from the Provinces will first be placed before the Education sub-committee of the Post war reconstruction committee which has been constituted by Govt. to consider post war problems. The report promised in my letter No. 2768A-4 of 11.11.44 will be sent after the Ed. sub-committee considers it deliberations.

Yours ...

14.11.44

Education and Public
Health Department.

2768A-4
14.11.44

Fort St. George,
14th Novr. 1944.

Dear Mr. Sargent,

Post-War Educational Development
- Report of the Central Advisory
Board of Education.

official

Ref:- Your letter No. F.26-13/
44-CAB, dated the
November 1944.

I am to forward a copy of the report of the Director of Public Instruction, Madras, which has just been received. It will have first to be considered by the Provincial Committees for Post-War Reconstruction before Government take decisions.

Yours sincerely,

14/11

O/C

13.11.44

To

Government of Madras.
Education and P.H. Department.
No.2768-14-Edn.

From M.V. Subramanian Esq., I.C.S.,
Secretary to the Government of Madras.

To

Dated Fort St.George, the 15th November 1944.

Sir,

The first meeting of the Education Sub-Committee of the Provincial Post-War Reconstruction Committee will be held in the Secretariat Buildings, Fort St.George on Tuesday, the 28th November 1944, 10-30 A.M. and will be continued in the afternoon. It is considered that your presence on the Sub-Committee will be very valuable and it is proposed to co-opt you as a member at that -meeting. I am directed to say that Mr. Austin (Chairman of the Sub-Committee) will be glad if you will accept office as co-opted member and also make it convenient to attend that meeting so that the Sub-Committee may have the benefit of your advice during the discussions that day.

I am to forward a copy of the agenda for the meeting with copies of the reports, etc., mentioned there.

Your obedient servant,

Secretary to Government.

Enclosure.

Post-War Reconstruction - Education Sub-Committee.
Meeting of the 28th November 1944 (10-30 A.M.)

AGENDA.

1. Co-option of members to the Sub-Committee.
2. Appointment of a special committee for ~~consideration~~ considering questions relating to Technical Education.
3. Consideration of the functions which should be assigned to the Committee which the Central Government propose to set up to advise on the problem of post-war technical training.
4. Consideration of the Report of the Director of Public Instruction on Educational Post-War Reconstruction.

Brief notes on the Agenda.

Item 2.- Copies of the Report of the Principal of the Engineering College, Guindy, with copies of a letter from the Director of Public Instruction furnished to members.

Item 3.- The Government of India propose to set up a committee to consider the problem of post-war technical training. In reply to a reference from them as to the functions, etc., of the proposed committee, the Government of India were recently told that the functions might include

(a) post-war problems relating to technical and vocational training of demobilised personnel with a view to equipping such personnel for civil industries and (b) long term problems of training technical personnel for future industrial needs of the country.

and that a further communication would be sent after the matter had been considered by the Sub-Committee.

Item 4.- Copies of the Report of the Central Advisory Board of Education on Post-War Educational Development in India and of the Report of the Director of Public Instruction, Madras, furnished to members.

A.S.H.

To

John Sargent, Esq., M.A., C.I.E.,
Educational Adviser to the
Government of India,
and Joint Secretary,
Department of Education,
Health and Lands,
SIMLA.

Dpd. 14/11

94

D.O. No. 2768-A-15.

49

Education and Public Health
Department.

Fort St. George,
16th Novr. 1944.

My dear Khaleeli,

The first meeting of the Education Sub-Committee of the Provincial Post-War Reconstruction Committee will be held in the Secretariat Buildings, Fort St. George, on Tuesday, the 28th November, 10-30 A.M., and will be continued in the afternoon. At that meeting it is proposed to co-opt you as a member of the Sub-Committee: it is also the intention that you should take part in the deliberations of the meeting.

I am to forward a copy of the agenda for the meeting with copies of

96

-2-

the reports, etc. mentioned there.

Yours sincerely,

(o/c.)

16/11/44.

Abbas Khaleeli, Esq., I.C.S.,
Director of Industries & Commerce.
(with encl.)

16.11.44

Dy. with encl.

16/11/44

Dic. below

97

The Women's Christian College

TELEGRAMS: DISCIPULA, MADRAS
TELEPHONE: No. 2058
PRINCIPAL: MISS ELEANOR H. RIVETT, M.A.

SECY. EDN. AND P... 17 NOV 19.. GOVERNMENT OF MADRAS

Cathedral P.O.,
Madras S.W.
16th Nov. 44

54759

From Miss E George.
(Ag. Principal)
Women's Christian College.

To: M.V. Subramanian Esq., I.C.S.
Secretary to the government of Madras.

Dear Sir,

with ref. to your letter dated 15th Nov. 44 Re. the meeting of the Education sub committee of the Provincial Post-War Reconstruction Committee I have to inform you that Miss Rivett is now on furlough in Australia and will not be back before June 1945. So she will not be able to attend the meeting on the 28th of November.

Yours faithfully,
Elizabeth George
Ag Principal

RAO BAHADUR
K. V. KRISHNASWAMI AIYAR,
ADVOCATE

NO. 6, NORTH MADA STREET,

Mylapore, 17th Nov., 1944.

(51)

To

M.V. Subramanian Esq., I.C.S.,
Secretary to the Government of Madras.

54768

S i r,

I am thankful to Mr. Austin for proposing to co-opt me as a member of the Education Sub-committee of the Provincial Post-war Reconstruction Committee and shall be glad to attend the meeting on the 28th instant.

May I take the liberty to send you for your perusal a copy of a recent publication of the Madras Library Association of which I am the President.

Yours truly,
K. V. K. Aiyar

SECRETARY, EDN. AND P. H. DEPT.
17 NOV 1944
GOVERNMENT OF MADRAS

KHAN SAHIB
D. A. RAWOOF. M. L. A.,
ADVOCATE
CHAIRMAN, MUNICIPAL COUNCIL

MUBARAK MUNZIL

5524 BELLARY 20.11.44

To

The Secretary to Government,
Education and Public Health
Department,
Fort St. George,
M a d r a s.

ASST. SECRETARY TO GOVERNMENT
21 NOV 1944
EDUCATION AND PUBLIC HEALTH DEPTT.

Sir,

I acknowledge with thanks the receipt of your letter No.2766-14 Edu. dated 15-11-44 offering me the membership of the Educational Sub-Committee of the Provincial Post War Reconstruction Committee. I will be attending the meeting of the Sub-Committee on the 28th instant.

Yours faithfully,

D. A. Rawoof

KHAN SAHIB
D. A. RAWOOF, M.L.A.
ADVOCATE
CHAIRMAN, MUNICIPAL COUNCIL

Ed & P.H. 103

MUBARAK MUNZIL
BELLARY 20-11-44.

55281

Dear Mr. Austin,

SECRETARY, EDN. AND P. H. DEPT.
GOVERNMENT OF MADRAS

From the official communication received from the Secretary to the Government of Madras, Education and Public Health Department, I learn that you have asked my name to be included as a member of the Educational Sub-Committee of the Provincial Post War Reconstruction Committee.

I sincerely thank you for the same. It will give me very great pleasure to serve on the Committee and I will positively attend the meeting on the 28th inst.

I once again thank you for the same.

p.t.o.

104

--2--

With kindest regards,

Yours sincerely,

Edward Gawdy

To

T.AUSTIN Esq., C.I.E.,I.C.S.,

Adviser to His Excellency
the Governor of Madras,

Fort St.George,

MADRAS.

PS.

may I remind you about my request to you when at Bellary about the proposals for the opening of a ~~Separate~~ School for Muslims. I hope you will kindly sanction the same.

Edward Gawdy

Reply given
Fill E
22.11.04

13 + 18
22/4

No. 2768 A 16
21.11.04

(53)

25th ~~subject~~ sub-committee of the Port war reconstruction committee

As you are aware the 25th sub-committee of the Port war reconstruction committee will meet on the 28th instant. Mr. Austin desires that Dr. Rudra, Principal of the Engineering College, should also be present at the meeting. I am to request that Dr. Rudra may be informed accordingly.

Yours sincerely,

It is understood that Mr. E. H. Ricketts is now on furlough in Australia. I am to ask whether you think it necessary to appoint another member to the Sub-committee in his place and if so kindly to do

Dr. Rudra
Principal
Engineering College

20.11.04

Pri A.M.
Pathan MADE
DIP

Two Graphs

× Letter copy & plan sent.

Proof

(4) That owing to the inadequacy of his present salary to meet the abnormal increase in the cost of living, he is running in to debt and will soon be on the verge of insolvency.

(5) That his present position, therefore demands immediate pecuniary relief.

(6) That, realising the difficulties of the low paid servants, Government themselves have sanctioned varying rates of dearness allowance to their servants, and have permitted Local Boards to grant similar allowance to their servants.

(7) That, private employers like factory owners and quasi public agencies like Railway Companies have also given generous aid to their low paid employees to allow them to tide over these difficulties.

(8) That the Malabar District Board has not yet granted the dearness allowance allowed in G. O. No. 2788, L. A. D/ 19-9-42 to its servants and

(9) That, therefore, she humbly prays that the benign Government may be pleased to consider her present pitiable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds.

For which act of justice and gernerosity the memorialist shall, as in duty bound,

Ever Pray

Place, Ramanthali

Date, 9. 3. 43.

E Kauary

Memorialist.

E & P.M. Deptt.

D.O. No. 2768-A7/43/ ...21.11.44

Dear Sir,

Ref.-My letter No. 2768-14-Edn. dated the 15th November 1944 - First Meeting of the Education Sub Committee of the Provincial Post-War Reconstruction Committee.

--o--

I am desired to say that items 2 and 3 in the Agenda forwarded with the letter cited above will not be taken up for discussion at the meeting.

Yours sincerely,

21.11.44

To

SECRETARY, EDN. AND P. H. DEPT.
23 NOV 1944
GOVERNMENT OF MADRAS

"Myrtle Lodge"
Peter's Road,
Royapettah,
Madras
19th Nov. 1944

55634

Dear Sir,

I am in receipt of your letter dated the 15th instant. I shall be glad to serve as a member of the Education Sub-Committee of the Post-War Reconstruction Committee and shall attend the meeting that is to be held on Tuesday, the 28th Nov. 1944 .

Yours sincerely,
Begum Sultan Rei
Amiruddin

ASST. SECRETARY TO GOVERNMENT
22 NOV 1944
EDUCATION AND PUBLIC HEALTH DEPT.

GOVERNMENT OF MADRAS.
POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPARTMENT.

55462

D.O. No. 750/44-12.

Fort St. George, Madras,
dated the 20th November 1944.

Dear Mrs. Clubwala,

Sub: Sub-Committees - appointment of members.

In modification of my D.O.No. 817-1, dated the 31st October 1944, I am to inform you that the Government desire to have the benefit of your services on the Education Sub-Committee as they understand that you ~~xxxx~~ are anxious to raise the question of nursery schools. It is therefore proposed to co-opt you to the Education Sub-Committee at its first meeting on the 28th November 1944 and I am to forward for your use at the meeting the agenda and the connected papers.

As Mrs. V.T. Lakshmi has~~xxx~~ now been appointed to the Public Health Sub-Committee, the Government consider that it will now be unnecessary for you to attend that Sub-Committee.

Yours sincerely,
D.I.R. Muir,
Secretary to Government,

To
Mrs. M.N. Clubwala, MRE.
Copy to E.& P.H.

(True Copy)
Forwarded/by order.

Superintendent.

112/33.

D.O. Director of Public Instruction,
M a d r a s, 24th November 1944.

SECRETARY, EDN. AND P. H. DEPT. GOVERNMENT OF MADRAS

(52)

My dear Subramanian,

Please see your D.O.No.2768-A.16 dated the 21st of November regarding the appointment of another lady to take the place of Miss Rivett on the Education Sub-Committee of the Post-War Reconstruction Committee. I think that it is desirable to appoint another woman member to the Sub-Committee and I suggest the name of Miss D'Souza, B.A., T.D.(London), retired Inspectress of Girls Schools. Miss D'Souza's address is, Manjeshwar P.O., South Kanara.

Yours sincerely,
R. H. Stuart

P.T.O.

To

M.V. Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Deptt.,
Fort St. George.

TWO DRAFTS.

Draft I:

Letter/Ref.No. 2768 A-19 Edn.

Education and Public Health Department.

-:O:-

From

M.V.SUBRAMANIAN, Esq., I.C.S.,
Secretary to Government.

To

Miss D'Souza, B.A., T.D.(London),
Retired Inspectress of Girls' Schools,
MANJESHWAR P.O., South Kanara.

Dated, Fort St. George, the 25th November 1944.

Dear Madam,

The first meeting of the Education Sub-Committee of the Provincial Post-War Reconstruction Committee will be held in the Secretariat buildings, Fort St. George, on Tuesday, the 28th November 1944, 10-30 A.M., and will be continued in the afternoon. It is considered that your presence on the Sub-Committee will be very valuable and it is proposed to co-opt you as a member at that meeting. I am directed to say that Mr. Austin (Chairman of the Sub-Committee) will be glad if you will accept office as co-opted member and also make it convenient to attend that meeting so that the Sub-Committee may have the benefit of your advice during the discussions that day.

A copy of the agenda for the meeting is subjoined. A copy of the Report of the Central Advisory Board of Education on Post-War Educational Development in India and a copy of the Report of the

Director of Public Instruction, Madras, will be handed to you in the meeting hall.

Your obedient servant,

(o/c.)

Secretary to Government.

POST-WAR RECONSTRUCTION. 2-5-11-44

Education Sub-Committee Meeting - 28-11-1944 (10-30 A.M.).

Agenda.

1. Co-option of members to the Sub-Committee.
2. Consideration of the Report of the Director of Public Instruction on Educational Post-War Reconstruction.

Draft II.

TELEGRAM DATED

MISS D'SOUZA
RETIRED INSPECTRESS GIRLS SCHOOLS
MANJESHWAR

Wire if willing to be co-opted member Education Subcommittee Post-war Reconstruction Stop Subcommittee meets Fort St. George Tuesday Twentyeighth 10-30 A.M. Letter follows

C. S.

28 NOV 1944

INDIAN POSTS AND TELEGRAPHS DEPARTMENT.

No. 292

Received here at ____ H. ____ M.

X Jc

Crede 26 17 56357

Secretary education

government of madras

madras

= Regret Could not

travel no Berth available

sending memo = popley

The sequence of entries at the beginning of this telegram is—class of telegram, time handed in, serial number (in the case of foreign Telegrams only), office of origin, date, service instructions (if any), and number of words.

This form must accompany any inquiry respecting this telegram.

Eden Press, Calcutta—No. 146 (5173/B-125) 17-11-42—1,00,000. Bks.

118/

Dra

ET

C.S.I. 28.11.44 3.30 p.m

A/60 56356 119

451

INDIAN POSTS AND TELEGRAPHS DEPARTMENT.

13/12

A

1/60

O LK MANJESHWAR 28 14 EDHEALTH MADRAS

= WIRE RECEIVED TODAY WILLING TO BE MEMBER

EDUCATION SUBCOMMITTEE = MISS DSOUZA

The sequence of words at the beginning of the telegram is the telegram number in the case of foreign telegrams only the place of origin, date, service instructions, and number of words.

This form must necessarily be quoted in replying regarding this telegram.

K. A. SAMUEL
HEAD MASTER.

L. M. C. TRAINING SCHOOL.
ERODE, S. INDIA.

From

Rev. H. A. Popley, Principal.

19 .

To

M. V. Subramaniam, Esq. I.C.S.
Secretary to the Government of Madras.

SECRETARY, EDN. AND P. H. DEPT.
20 NOV 19
GOVERNMENT OF MADRAS

Sir,

This morning I sent you an Express wire as follows:
REGRET COULD NOT TRAVEL NO BERTH AVAILABLE.

Last night I went to the station hoping to get into one of the Mails but both of them were full up both in second and first class and there was no chance of travelling. The thirds were also jammed. So I am very sorry that it was not possible for me to be present today at the meeting of the Committee.

I shall be very much obliged if in future ~~at~~ before the meeting of the Committee you will send me a letter to the Stationmaster at Mettupalayam authorising him to reserve me one first class berth as I am travelling on Government business. This is the only way in which I can get a berth reserved as they do not reserve at intermediate stations without some such authorisation.

I am sending you tomorrow a memo on the proposals of the D.P.I. re Madras Province.

Yours faithfully,

H. A. Popley

Letter/Ref.No. 2768 A-21

Education and Public Health Department.

From

M.Y.SUBRAMANIAN, Esq., I.C.S.,
Secretary to Government.

To

The General Manager,
South Indian Railway, TRICHINOPOLY.

Dated, Fort St. George, the 2nd December 1944.

Sir,

The Rev. H.A. Popley, Principal of the L.M.C. Training School, Erode, is a member on a Committee appointed by the Government. The Committee's meetings are held in Madras. The Committee last met on the 28th and 29th November. Rev. Mr. Popley who had previous intimation of the date of the meeting could not attend because he was not able to get railway accommodation. I am to enclose an extract of his letter dated the 28th November.

2. The Committee meets again on Tuesday, the 19th December. As it is very necessary that the member should be present at that meeting, I am to request that, if there is no objection, arrangements may be made for reserving a First Class berth for him in either of the Express trains to enable him to travel from Erode to Madras on the 17th or the 18th December with, if necessary, accommodation for a servant.

3. I am sending a copy of this letter to Rev. Mr. Popley. He will communicate to you the exact date on which he proposes to

D.O.No.A-2-7329/44.

SECRET. SECRETARY TO GOVERNMENT
28 NOV 1944
EDUCATION AND PUBLIC HEALTH DEPT.

Office of the Commissioner of Labour,
Chepauk, Madras, Dated 27th Novr. 44.

My dear Muir,

SECRETARY TO GOVT.
23 NOV 1944
1230.
POST-WAR RECONSTRUCTION (CO-ORDINATION)

Post-War Reconstruction - Sub-Committee on Education.
Ref: Your D.O. letter No.977/44-1, dated 17-11-44.

I enclose a note on the educational activities of the Labour Department with my suggestions for expanding them. It may please be placed before the Sub Committee on Education.

It seems hardly necessary to mention that, as the majority of the men recruited for the army belong to the Scheduled Classes, their interests deserve special consideration in any scheme of Post-War Reconstruction.

Yours sincerely,

Girijapathy Lawan

D.I.R.Muir Esq., OBE., ICS.,
Secretary to Government,
Post-War Reconstruction (Co-ordination) Deptt.,
Fort St. George,
M a d r a s.

SECRETARY, EDN. AND P. H. DEPT.
28 NOV 44
GOVERNMENT OF MADRAS

P.W.R(c) Dept
Edn & PH Dept no.
This is apparently meant for information. The commrs proposals

1(a) 120/

for estimating the activities should apparently be dealt with in P. W. D.

2. The point for orders is whether copies should be circulated to members of the Education Sub-committee. If so, the best should appear to be done only before the next meeting of the Sub-committee. P. W. may kindly see before circ

S/P.W
28.4.44

Secy: directed that this might be noted on receipt of the proof of the Ed. Sub-committee's first meeting.

30.11.44

EDUCATIONAL ACTIVITIES OF THE LABOUR DEPARTMENT. (a) 131

The ameliorative work undertaken by the Labour Department is confined to the communities detailed in the list below. Persons belonging to these communities who have been converted to Christianity or any other religion, and their descendants are also eligible forhelp by the Labour Department.

List of communities eligible for help by the Labour Department.

(a) SCHEDULED CLASSES.

Depressed classes as scheduled for purposes of the franchise in "Madras" in Appendix VIII of the White Paper.

1 Adi-Andhra.
2 Adi-Dravida.
3 Adi-Karnataka.
4 Ajila.
5 Aranadan (also * P.T.).
6 Arunthuthiyar.
7 Baira.
8 Bakuda.
9 Bandi.
10 Bariki.
11 Battada.
12 Bavuri.
13 Bellara.
14 Byagari.
15 Chachati.
16 Chakkiliyan.
17 Chalavadi.
18 Chamar.
19 Chandala.
20 Cheruman.
21 Dandasi.
22 Devendrakulathan.
23 Dombo (also * P.T.).
24 Ghasi.
25 Godagali.
26 Godari.
27 Godda.
28 Gosangi.
29 Haddi.
30 Hasla.
31 Holeya.
32 Jaggali.
33 Jambuvulu.
34 Kadan (also * P.T.).
35 Kalladi.
36 Kanakkan.
37 Karimpalan (also * P.T.).
38 Kattunayakan (also * P.T.).
39 Kodalo.
40 Koosa.
41 Koraga.
42 Kudiya (also * P.T.).
43 Kudubi (also * P.T.).
44 Kudumban.
45 Kuravan.
46 Kurichchan (also * P.T.
47 Kuruman (also * P.T.).
48 Madari.
49 Madiga.
50 Maila.
51 Mala.
52 Mala Dasu.
53 Malasar (also * P.T.).
54 Matangi.
55 Mavilan (also * P.T.).
56 Moger (Holeya Moger).
57 Muchi.
58 Mundala.
59 Nalakeyava.
60 Nayadi.
61 Pagadai.
62 Paidi.
63 Painda.
64 Paky.
65 Pallan.
66 Pambada.
67 Pamidi.
68 Panchama.
69 Paniyan.
70 Panniandi.
71 Pano (also * P.T.).
72 Paraiyan.
73 Paravan.
74 Pulayan.
75 Puthirai Vannan
76 Raneyar.
77 Relli.
78 Samagara.
79 Samban.
80 Sapari.
81 Semman.
82 Thoti.
83 Tiruvalluvar.
84 Valluvan.
85 Valmiki.
86 Vettuvan (Pol aya Vettuvan).

* P.T. = Primitive Tribe.

(b) ABORIGINAL AND HILL TRIBES NOT INCLUDED IN (a).

Name of community.	*District (and places) in which chiefly found.*
1 Badaga	Coimbatore and the Nilgiris.
2 Bagata	Vizagapatam.
3 Chenchu	Kurnool, West Godavari, Kistna, Cuddapah, Guntur and Vizagapatam.
4 Gadaba	Vizagapatam and East Godavari.
5 Gond	Do.
6 Irula	North Arcot, Salem, Chittoor, Coimbatore and the Nilgiris.
7 Jatapu	Vizagapatam.
8 Kani or Kaniyan	Coimbatore and Tinnevelly.
9 Konda Kapu (or Manya Kapu).	East Godavari.
10 Karumbalan	Malabar.
11 Kattunayakan	Malabar and the Nilgiris.
12 Kondh	Vizagapatam.
13 Konda Dora	Vizagapatam and East Godavari
14 Kota	The Nilgiris.
15 Koya	West Godavari, Vizagapatam and East Godavari.
16 Kudubi	South Kanara.
17 Kurichan	Malabar and Bellary.
18 Kurumba or Kuruman.	Malabar and the Nilgiris.
19 Malasar	Coimbatore.
20 Malayali or Malaiali	Trichinopoly, Salem and North Arcot.
21 Marat	South Kanara.
22 Mavilan	Malabar.
23 Melakudi or Kudiyan	South Kanara.
24 Poraja	Vizagapatam (Agency tracts).
25 Savara	Vizagapatam.
26 Sholagar	Coimbatore.
27 Toda	The Nilgiris.
28 Yenadi	Chingleput, Chittoor, Cuddapah, Guntur, Kistna, Madras, Nellore and West Godavari.

(c) MEMBERS OF NOTIFIED CRIMINAL TRIBES AND THEIR FAMILIES.

Educational facilities provided by this Department consist of:

1. Maintenance of elementary schools.
2. Provision of scholarships, boarding grants and grants for the purchase of books and clothing, and for payment of fees.
3. Grant of stipends for the training of teachers.
4. Maintenance of hostels at important centres; and
5. Grant of financial assistance to private bodies for the maintenance of hostels, schools and for other ameliorative measures.

Maintenance of Elementary Schools.

The policy of this Department is to provide separate elementary schools where there are no facilities for the education of the pupils of the eligible communities. In places where there are schools managed by the local boards, Mission or other bodies in which children of the eligible communities are freely admitted no separate schools are generally opened. Though Government have repeatedly directed that no school under public management or receiving aid from public funds should exclude any pupil o

the ground of caste or creed, caste prejudices are still strong in some rural areas and difficulty is felt by the pupils of the eligible communities in securing admission into the schools. In cases where separate schools for these communities are found necessary, such schools are opened in consultation with the District Educational Officers concerned.

The strength of the Labour Schools should be at least 20 to start with. They are not intended to act as rival institutions to public or private schools which also admit the pupils of the eligible communities. They are only supplementary agencies for the provision of educational facilities to these communities. In some of the villages, Labour Schools are the only schools affording educational facilities to all the children in the villages. In some schools, a good many of the pupils are caste pupils. In 1943, Government were addressed in the matter of fixing the proportion of caste pupils that should be admitted into the labour schools and the conditions under which they should be admitted. The Government ordered that the labour schools should continue to be open to all classes of the population and that they should continue to be maintained entirely from the Labour Department Budget irrespective of the proportion of the caste pupils in the schools.

The schools are generally held in rented buildings. Only when it is not possible to secure suitable private buildings, are buildings constructed by the Department. The buildings so constructed are in the majority of cases, temporary kutcha buildings. It is desirable to construct pucca masonry buildings in accordance with the rules of the Education Department preferably with a play-ground for each school.

The labour schools though started more than 20 years ago still continue on a temporary basis and the staff then employed are on the verge of retirement. As temporary Government servants, they are not eligible for pension nor are they eligible to subscribe to the Contributory Provident Fund. The Government, at the instance of the Provincial Advisory Board, considered the question of making at least 50% of the labour school establishment permanent. But the proposal was ordered to be deferred for the duration of the war. It is suggested that the entire staff under the Labour Department should be

made permanent with better conditions of service consistent with those that may be introduced by the Education Department for the staff working in general schools.

There are District Labour Officers in the following fourteen districts:

1. Anantapur
2. North Arcot
3. South Arcot
4. Bellary
5. Chingleput
6. East Godavari
7. West Godavari
8. Guntur
9. South Kanara
10. Kistna
11. Malabar
12. Nellore
13. Tanjore
14. Trichinopoly

Before 1931, there were District Labour Officers in more districts. In that year, as a measure of retrenchment on account of financial stringency the special labour staff was ordered to be abolished in the districts of Tinnevelly, Coimbatore, Kurnool, Cuddapah and Chittoor. The post of the District Labour Officer, Madras, was also abolished and the work was entrusted to the Personal Assistant to the Commissioner of Labour. In Salem District, the work was left in charge of the Tahsildars. No special labour staff was ever appointed in the Districts of Vizagapatam, Ramnad, Madura and the Nilgiris.

In 1941, it was reported to Government that the activities of this Department might be extended to two districts every year till the extension covered all the districts, and in 1942 proposals were submitted to Government for extending the activities to the districts of Vizagapatam and Coimbatore. The Government ordered that the proposals should be deferred for the duration of the war.

After the war it is desirable to extend the activities of this Department to all the districts and also to make the staff in the labour schools permanent.

At the end of 1943, there were 1,085 labour schools. Of these, only 9 were Higher Elementary Schools. These are in six districts:

Districts.		No. of Higher Ely. Schools.
1. Chingleput	..	2
2. North Arcot	..	1
3. South Arcot	..	2
4. Bellary	..	1
5. East Godavari	..	2
6. Kistna	..	1
Total	..	9

Pre-vocational subjects are taught in these schools and specially qualified teachers are appointed as instructors for teaching the subjects. There is a hostel attached to each of the two Higher Elementary Schools in South Arcot and the school in Kistna District.

It is desirable to have in each district at least three Higher Elementary Schools, with vocational subjects, in central places with hostels attached to them, while in villages the schools may continue to be feeder schools of the lower elementary standard. The Higher Elementary Schools should as far as possible be of residential type. The number of labour elementary schools should also be increased in each district in proportion to the number of school-going children in the locality.

Supply of mid-day meals in labour schools.

During the year 1941-42 the scheme of supply of midday meals was introduced in 8 labour schools. In the next year the scheme was extended by the grant of Rs.25,000/- and meals were supplied in 46 schools. In 1943-44, it was further extended by the grant of another sum of Rs.25,000/- and mid-day meals were provided in 124 schools.

The Scheme has been successful and attractive. It has resulted in regular attendance, increased strength, improvement in health and bright appearance of pupils.

A sum of Rs. 2 lakhs has been sanctioned this year for provision of meals in about 360 schools. Next year it is proposed to supply meals in all the labour schools and the total cost is estimated at about 10 lakhs. A list showing the number of schools and the number of pupils in the several districts to whom mid-day meals are now supplied, and number of schools to which the scheme has yet to be extended is appended.

Scholarships.

Scholarships of various kinds for ordinary general education, professional and industrial courses, as detailed in the scholarships Notifications Nos. I, II and III, are sanctioned by this Department. There has been a progressive increase in amounts spent on the grant of scholarships every year (please see the statement attached).

Scholarships are not granted by this Department for post-graduate courses in Arts Colleges and for the Law Course. Recently the Provincial Advisory Board passed a resolution that Government might be addressed for the grant of 2 or 3 scholarships for the M.A. and M.Sc. Courses. Government have been addressed to empower the Commissioner to sanction every year 3 scholarships for these courses.

Scholarships are granted to pupils studying in class or Standard IV and above. For the lower classes, there is no scheme of scholarships. In these cases non-recurring grants for the purchase of books, slates, clothing, etc. may be given in deserving cases. In labour schools, books, slates, etc. are supplied free to the pupils. Non-recurring grants are not generally sanctioned to pupils studying in the classes for which there is a scheme of scholarships. Grants are, however, sanctioned as a special case in very deserving cases.

The allotment for scholarships including non-recurring grants etc. is not sufficient at present and will have to be considerably increased to meet the growing demand for these grants.

Stipends for teachers' training.

The Commissioner of Labour is authorised to grant stipends to pupils of the eligible communities for undergoing training in Higher Elementary and Secondary grades in districts where there is a paucity of trained teachers to fill up vacancies in labour schools. In 1940 Government were addressed for the removal of the condition that stipends should be granted by this Department only in districts where there is a paucity of trained teachers but Government did not approve the proposal.

It is desirable to delete this condition and grant stipends to pupils to enable them to seek employment not only in labour schools but also in other Government schools, local board and private schools.

Boarding Grants.

There is a scheme of boarding grants for pupils studying in elementary and secondary school classes from class or

standard IV to Standard VIII or Form III inclusive, and for girl pupils in class III in primary departments of secondary schools and for pupils in industrial schools. The Boarding grants Notification contains the rules regarding these grants. The Commissioner of Labour is at present empowered to sanction 286 boarding grants to pupils. These grants are not open to pupils who are residents of the place of the institution. The Commissioner is also authorised to sanction 20 special boarding grants to pupils who are residents of Madras City and are studying in the high schools in the city and staying in hostels or boarding homes. College students who were previously boarders of the Paddison Hostel, Madras and the Government Scheduled Classes Hostel at Masulipatam are granted special boarding grants towards their boarding and lodging charges in the respective college hostels.

Besides, fifteen boarding grants are granted every year by the Collector of the Nilgiris from Labour Funds to Toda pupils in that District.

The 286 boarding grants consisting of 240 grants for Hindus and 46 grants for Christians which the Commissioner is authorised to sanction are inadequate and will have to be increased. Part II proposals for 60 additional grants for Hindus and 40 additional grants for Christians have been submitted to Government. This is not adequate. A more substantial allotment will be required to meet the increased demand for these grants.

Maintenance of Hostels.

The following hostels are now maintained by this Department:

Hostels.	Sanctioned strength of free boarders.
1. The Government Nandanar Hostel for Boys, Chidambaram, South Arcot Dt. ..	185
2. The Government Nandanar Hostel for Girls, Chidambaram, South Arcot Dt. ..	73
3. The Government Scheduled Classes Hostel, Masulipatam, Kistna District ..	75
4. The Sundaracharlu Hostel, Salem ..	30
5. The Government Scheduled Classes Hostel, Calicut Malabar ..	20
6. The Labour Hostel, Cotacamund, the Nilgiris	17
7. The Labour Hostel, Hubbathalai, do.	37
* 8. The Slater Hostel, Madras. ..	30

* This is intended for students undergoing industrial courses.

Hostels Nos. 1, 2 and 3 above are attached to Higher Elementary Schools run by this Department. Vacancies in these 3 hostels are first filled up from the pupils in the Higher Elementary Schools and only if there are vacancies, the cases of other pupils are considered. The other hostels are not attached to any schools of this Department. It is desirable to have in each district at least 3 Higher Elementary Schools with hostels attached to them on the lines of the Nandanar Hostels at Chidambaram and the Scheduled Classes Hostel at Masulipatam. This will help the pupils to complete the course till the VIII Std. After completing the course, those who want to take up industrial courses may join industrial schools and those who want to continue their studies in High Schools may join High Schools.

Grants to private hostels. Lump sum boarding grants are sanctioned to private hostels for the maintenance of pupils of the eligible communities. At present 60 hostels are subsidised by this Department for maintaining 1,428 pupils. It is desirable that these hostels should be taken over by Government so that they may be run on proper lines like the other Government Hostels. It is also necessary that new hostels should be started by Government wherever there is real need for such hostels e.g. in Malabar, South Kanara, Tinnevelly, Tanjore, Trichinopoly, Ramnad, North Arcot, South Arcot, Chittoor, the Nilgiris, Ceded Districts etc.

A summary of the recommendations made in this note and a rough estimate of the additional expenditure involved are given below:

1. Extension of the activities of the Labour Department to all districts.
2. The staff in the labour schools to be made permanent with better conditions of service consistent with those that may be introduced by the Education Department for the staff working in the general schools.
3. Permanent buildings to be constructed for the labour schools with provision for play-grounds.
4. Increase in the number of labour elementary schools in proportion to the number of school-going children in the localities.

12 A

5. Starting of at least 3 Higher Elementary Schools with vocational subjects and hostels attached to them in central places in each district, the elementary (labour) schools serving as feeder schools to the Higher Elementary Schools.

6. Provision of mid-day meals in all the labour schools.

7. The allotment for scholarships including non-recurring grants, etc. and boarding grants to be increased substantially. Scholarships to be granted for post-graduate Courses and for the Law Course.

8. Removal of the condition that stipends for teachers' training should be granted by this Department only in districts where there is paucity of trained teachers to fill up vacancies in labour schools, with a view to enable them to seek employment in other Government Schools, local board schools and private schools.

9. Private hostels which are now given subsidies by the Labour Department to be taken over and run as Government hostels and new hostels to be started wherever necessary.

	Recurring. Rs.	Non-Recurring. Rs.
Recommendations 1 and 4.		
Extension of activities to new Dts. where there are no Dt. Labour Officers and starting of additional schools in Dts. where there are labour schools.	11,00,000	3,50,000
Recommendation No.2.		
Pensions for teachers and better scales of pay ..	2,00,000	..
Recommendation No.3.		
Permanent school buildings for Ely. Schools. ..	1,00,000	63,00,000
Recommendation No.5.		
Higher Elementary Schools with hostels attached to them ..	16,00,000	23,00,000
Recommendation No.6.		
Mid-day meals ..	11,00,000	..
Recommendations Nos. 7 and 8.		
Scholarships, stipends and other schooling charges and boarding grants. ..	3,50,000	..
Recommendation No.9.		
Taking over by the Labour Department of the private subsidised hostels and starting new hostels wherever necessary. ..	4,00,000	8,00,000
Total ..	48,50,000	97,50,000

Govindarajulu Naidu

(70) 139

STATEMENT SHOWING THE NUMBER OF SCHOOLS TO WHICH THE SCHEME OF MIDDAY MEALS HAS BEEN EXTENDED AND THE NUMBER OF SCHOOLS TO WHICH THE SCHEME HAS YET TO BE EXTENDED.

SECRETARY TO GOVERNMENT :: 23 NOV 1944 :: WAR RECONSTRUCTION CO-ORDINATION DEPT.

1	2	3	4	5	6	7	8	9
S.No.	District.	Total number of Schools.	No. of schools in which midday meals are supplied.	Cost as per Revised Estimate for 1944-45.	No of children benefited.	No. of schools in which midday meals are not supplied.	Additional expenditure involved to supply midday meals to those noted in Col.7.	No. of children.
1.	North Arcot.	104	25	13,529	1,412	86	75,603--0--0	4,171
2.	East Godavari.	109	17	18,930	828	92	1,19,000--0--0	3,680
3.	Bellary.	44	40	30,000	1,600	-	-	-
4.	South Arcot.	165	20	24,000	1,477	141	1,32,750--0--0	6,436
5.	South Kanara.	45	18	6,290	494	28	13,500--0--0	941
6.	Tanjore.	143	38	12,550	817	104	31,570--0--0	2,245
7.	Guntur.	18	18	24,305	987	2	1,900--0--0	Not available.
8.	Anantapur.	42	42	35,520	1,297	2	2,750--0--0	"
9.	Malabar.	38	40	33,000	1,734	-	-	-
10.	West Godavari.	42	16	7,500	452	26	11,000--0--0	880
11.	Trichinopoly.	118	26	~~16,822~~ 16,070	950	95	72,187--0--0	3,500
12.	Chingleput.	99	18	27,930	1,420	81	1,14,670--0--0	2,973
13.	Nellore.	68	15	10,722	500	53	53,170--0--0	3,000
14.	Madras.	4	4	11,180	350	-	-	-
15.	Kistna.	42	23	19,200	636	19	46,831--0--0	1,186
	TOTAL.	1,081	360	* 2,93,522	14,954	729	6,74,931--0--0	29,012

* Including Naduvattam and Masulipatam Rs. 2,796/-

SCHOLARSHIPS BY THE LABOUR DEPARTMENT.

NOTIFICATION I.

General Education.

1. (*a*) Residential and non-residential scholarships for ordinary education will be awarded during the year 1944–45 to pupils belonging to the communities eligible for help by the Labour Department, studying in Elementary and Secondary School and College classes. They will be granted only to *pupils of promise* whose pecuniary circumstances are certified to be such as to prevent them from prosecuting their studies without the assistance of scholarship. Poverty certificates or certificates of income should be obtained in the prescribed form from one of the officers mentioned in it.

(*b*) The Commissioner of Labour has no powers to grant scholarships for those in unrecognized institutions or for those in unrecognized classes of recognized institutions. Heads of institutions are therefore requested not to apply for scholarships for such pupils.

2. A list of the communities eligible for help by the Labour Department is annexed. Persons belonging to these communities who have been converted to Christianity or any other religion and their descendants are also eligible for these concessions. In the case of pupils belonging to Criminal Tribes, the applicants or their parents or their guardians should be members of notified Criminal Tribes.

3. Forms of application can be had from the office of the Commissioner of Labour, Post Box No. 429, Chepauk, Madras, or heads of important educational institutions in the mufassal.

4. Applications should be forwarded without any covering letter by the head of the institution in which the pupil is studying on the date of application in 1944–45, through the head of the institution in which the pupil studied in 1943–44. In case of pupil in the first year University class or in the third year University class the signature of the head of the institution where he studied in 1943–44 is not necessary. All applications should be dated. All applications should be sent to this office addressed to the Commissioner by designation only and *not by name*. A separate form should be used for each applicant. There are separate forms of application for non-residential and residential scholarships. The proper forms should be used. The use of forms which are obsolete or are not appropriate to the kind of scholarship required is likely to result in the applications being ignored. Though heads of institutions are expected to recommend only pupils whose conduct and progress have been satisfactory and may therefore recommend a grant or not, they are requested not to delay the despatch of applications or detain eligible applications without valid reasons.

5. The class in which the scholarship is required to be made tenable and the class in which the pupil was studying in the previous year, the marks obtained by him at the last annual examination and other particulars required in the application form should be clearly given. The name of the nearest post office, spelt as in the Post Office guide, the name of the nearest sub-treasury and the distance from the sub-treasury to the institution should also be given. Incomplete applications will not be considered.

6. Applications for scholarships should reach the Commissioner of Labour on or before the dates specified below:—

Tenable in elementary schools—10th July 1944.
Tenable in secondary schools—20th July 1944.
Tenable in colleges—20th July 1944.

In the case of pupils belonging to Criminal Tribes, the applications *should not* be forwarded direct, but should be sent through the concerned District Superintendent of Police who is requested to verify and forward the applications with a report whether the pupils or their parents or guardians are members of notified Criminal Tribes. In such cases, the applications should be sent to the District Superintendent of Police in good time to enable him to verify and forward them before the due date.

7. Applications received after the dates specified in paragraph 6 may not be considered.

8. (*a*) In all cases where scholarships are sanctioned, intimation will be given to the heads of the respective institutions who are requested to inform the pupils concerned. Where the grant of a scholarship is refused, no such intimation will be given nor will the Commissioner of Labour enter into any correspondence on the subject.

(*b*) Copies of the Labour Commissioner's sanction orders will also be communicated to the officers of the Education Department with a view not only to prevent the grant of scholarships for the same pupils from two different departments of Government but also to enable the officers to let the Labour Commissioner know of any irregular grants to pupils in unrecognized schools or to pupils in unrecognized classes in recognized schools.

9. The scholarships will be sanctioned subject to the conditions specified in this notification and to such other conditions as may be laid down in the order communicating the sanction of scholarships.

10. The applicants should not have exceeded the following age-limits on the 1st July 1944:—

Elementary and Secondary Schools.

Fourth standard.	Fifth standard.	Sixth standard and first form.	Seventh standard and second form.	Eighth standard and third form.
YEARS. 12	YEARS. 13	YEARS. 14	YEARS. 15	YEARS. 16

Secondary Schools.

Fourth form.	Fifth form.	Sixth form.
YEARS. 17	YEARS. 18	YEARS. 19

Colleges.

First class.	Second class.	Third class.	Fourth class.
YEARS 20	YEARS. 21	YEARS. 22	YEARS. 23

NOTE.—The age limit will be relaxed in respect of girls in deserving cases.

11. Only pupils of Form IV and above who are not residents of the place of an institution are eligible for the residential scholarships. Residential scholarships are not also normally available to boys studying in schools and colleges in the districts where there are hostels maintained or subsidized by the Labour Department and open to such pupils.

12. *Rates of scholarships*—

NON-RESIDENTIAL SCHOLARSHIPS.

Where the pupil has to pay no fees (except special fees, if any, for games, library, etc.) to the institution, the maximum annual value of the scholarship (intended entirely for the pupil's benefit for the purchase of books, note-books, etc., required for the pupil's course of study and for payment of special fees, etc.) will be—

	For pupils in Madras City institutions. Rs.	For pupils in mufassal institutions. Rs.
Elementary schools—		
Standard IV	6	6
Do. V	6	6
Do. VI	6	6
Do. VII	6	3
Do. VIII	8	3

	For pupils in Madras City institutions. Rs.	For pupils in mufassal institutions. Rs.
Secondary schools—		
Classes IV and V	8	6
Forms I and II	14	14
Form III	16	14
Forms IV to VI	28	24
Colleges—		
Intermediate—		
Junior	37	35
Senior	28	26
B.A.—		
Junior	51½	51½
Senior	38	38

Where the pupil has to pay any fees besides special fees to the institution the maximum annual value of the scholarship will be the no-fee rate mentioned in the previous column plus the following amount intended for fees payable in cash by the pupil to the institution—

For pupils in Madras City institutions. Rs.	For pupils in mufassal institutions. Rs.
4½	2½
6	3
9	4½
10½	5½
12	6

[These figures are calculated at double the ordinary rates mentioned in rule 73 (1) of the Madras Educational Rules for all the twelve months of the year.] [These figures are calculated at the ordinary rates mentioned in rule 73 (1) of the Madras Educational Rules for all the twelve months of the year.]

For pupils in Madras City institutions. Rs.	For pupils in mufassal institutions. Rs.
5	5
11	11
11	11
21	21

[These figures are calculated at half the standard rates mentioned in rule 89-A of the Madras Educational Rules for the year of eight instalments.]

44	46
58	46
65½	50½
61	61

[These are about half the average of the standard rates for the year of nine months or three terms.]

NOTE.—Only the "no-fee" rates of scholarships are applicable to girl pupils in elementary schools and in form III and below in secondary schools.

RESIDENTIAL SCHOLARSHIPS.

Where the pupil has to pay *no fees* on account of tuition to the institution but has to pay only special fees, if any, and meet the expenditure on boarding, books, etc., the maximum annual value of the scholarship will be—

	Madras City institutions. Rs.	Mufassal institutions. Rs.
Secondary schools—		
Forms IV to VI	128	114

[These figures include Rs. 100 in the case of Madras City institutions and Rs. 66 in the case of mufassal institutions representing the charges for boarding calculated at Rs. 10 per mensem for the City and Rs. 6 per mensem for the mufassal for the period of the scholarshipholders' stay of about ten months in the boarding home or hostel during the school year.]

Colleges—		
Intermediate classes	126	117
B.A. classes	144	126

[These figures represent charges for boarding for nine months of the college year plus cost of books and special fees where the students have to pay no fee for tuition and about half the average standard fees where they have to pay any fees for tuition to the college. The actual boarding and lodging charges up to a sum of Rs. 25 per mensem ordinarily may be sanctioned in the case of deserving students residing in hostels attached to Arts and Science Colleges.]

Where the pupil has to pay *half fees* on account of tuition together with special fees, if any, and meet the expenditure on boarding, books, etc., the maximum annual value of the scholarship will be—

Madras City institutions. Rs.	Mufassal institutions. Rs.
149	135
180	162
189	180

13. The "No-fee" rate scholarships are intended to cover, in the case of non-residential scholarships, the cost of books, etc., required for the pupils' study and the special fees which they have to pay to the institution and in the case of residential scholarships, they include the cost of the pupils' boarding also.

14. The non-residential scholarships are payable in two instalments, the first instalment representing three-fourths of the annual value in July or as soon as possible after the scholarship is sanctioned and the second instalment representing the remaining fourth in January 1945.

15. The residential scholarships are payable in three instalments in July, October and January, each instalment representing one-third of the annual value.

16. Heads of institutions are requested to prefer their claims for sanctioned scholarships promptly without allowing them to accumulate. Also they are requested to cash the bills soon after they are received back countersigned and disburse the amounts to the pupils concerned on proper acquittance in accordance with the rules on the subject. They should, in any case, all be drawn before the end of the official year, that is, the 31st March 1945, and any amount not so drawn cannot be drawn after 31st March 1945 without a fresh sanction from the Commissioner of Labour.

17. All scholarships, residential and non-residential, shall run from the beginning of the month in which the holder joins a class and should cease to be drawn if he discontinues study. A proportionate reduction should accordingly be made wherever necessary.

18. A reduction should be made in the case of residential scholarships according to the period the pupil is actually residing in the hostel, etc., away from home.

19. All scholarships are liable to forfeiture for misconduct, irregularity or failure to make due progress or secure promotion. Heads of institutions may grant leave without diminution or loss of scholarship for a period not exceeding one month, to scholarship-holders who are absent in consequence of illness, but if the leave exceeds this period, no scholarship is to be drawn and disbursed for this excess period. Casual leave without diminution or loss of scholarship may be granted for good and sufficient reasons for a period not exceeding fifteen days in the year provided such leave does not immediately precede or succeed a series of gazetted holidays as the Easter and Michaelmas. Heads of institutions should report to the Commissioner of Labour all cases of grant of leave other than casual leave to scholarship-holders. Such reports should be made also to the District Labour Officer if there is one for the district. In the case of *non-residential scholarships* which do not include charges for boarding, no deduction is ordinarily made from those who hold scholarships at no-fee rates for short periods of absence as the no-fee rates are intended for purchase of books, etc., required for their study. Where the periods of absence are for more than a month and the absence is due to avoidable circumstances not beyond the control of the scholarship-holder, a proportionate deduction may be made as a punishment in the amount of scholarship otherwise due.

20. The Commissioner of Labour has powers to grant scholarships only to those who are not in receipt of similar scholarships from the Education or other Departments of Government. Therefore no person receiving a scholarship from the Labour Department will be permitted to hold any other kind of scholarship from the same Labour Department or any scholarship or fee concession from any other Department of Government or other source. If a Labour scholarship-holder has to pay fees at rates less than those included in the annual value of the Labour scholarship or has been given a fee remission or scholarship by the Education Department or by the school management or by other source, such cases should be reported to the Commissioner of Labour for revision of the rates of scholarship sanctioned.

21. As soon as the scholarship amounts due on behalf of the pupils in an institution are either drawn from the treasuries or have been remitted to them by the Commissioner of Labour or the District Labour Officer as the case may be, the heads of the institutions are requested to pay the amounts to the pupils concerned taking their acquittance in the prescribed forms, copies of which can be had from the Commissioner of Labour and send their acquittances to the Commissioner of Labour or the District Labour Officer as the case may be. The heads of the institutions are expected to recover from the pupils, immediately the scholarships are disbursed, the school fees due and see that the balance left over in the hands of the pupils is properly utilized by them on the purchase of books, etc., required for the year and in the case of residential scholarships, on their boarding.

ANNEXURE.

List of communities eligible for help by the Labour Department.

(a) SCHEDULED CLASSES.

Depressed Classes as scheduled for purposes of the franchise under "Madras" in Appendix VIII of the White Paper.

(1) Adi-Andhra, (2) Adi-Dravida, (3) Adi-Karnataka, (4) Ajila, (5) Aranadan (also *P.T.), (6) Arunthuthiyar, (7) Baira, (8) Bakuda, (9) Bandi, (10) Bariki, (11) Battada, (12) Bavuri, (13) Bellara, (14) Byagari, (15) Chachati, (16) Chakkiliyan, (17) Chalavadi, (18) Chamar, (19) Chandala, (20) Cheruman, (21) Dandasi, (22) Devendrakulathan, (23) Dombo (also *P.T.), (24) Ghasi, (25) Godagali, (26) Godari, (27) Godda, (28) Gosangi, (29) Haddi, (30) Hasla, (31) Holeya, (32) Jaggali, (33) Jambuvulu, (34) Kadan (also *P.T.), (35) Kalladi, (36) Kanakkan, (37) Karimpalan (also *P.T.), (38) Kattunayakan (also *P.T.), (39) Kodalo, (40) Koosa, (41) Koraga, (42) Kudiya (also *P.T.), (43) Kudubi (also *P.T.), (44) Kudumban, (45) Kuravan, (46) Kurichchan (also *P.T.), (47) Kuruman (also *P.T.), (48) Madari, (49) Madiga, (50) Maila, (51) Mala, (52) Mala

Dasu, (53) Malasar (also *P.T.), (54) Matangi, (55) Mavilan (also *P.T.), (56) Moger (Holeya Moger), (57) Muchi, (58) Mundala, (59) Nalakeyava, (60) Nayadi, (61) Pagadai, (62) Paidi, (63) Painda, (64) Paky, (65) Pallan, (66) Pambada, (67) Pamidi, (68) Panchama, (69) Paniyan, (70) Panniandi, (71) Pano (also *P.T.), (72) Paraiyan, (73) Paravan, (74) Pulayan, (75) Puthirai, Vannan, (76) Raneyar, (77) Relli, (78) Samagara, (79) Samban, (80) Sapari, (81) Semman, (82) Thoti, (83) Tiruvalluvar, (84) Valluvan, (85) Valmiki, (86) Vettuvan (Polaya Vettuvan).

* P.T. = Primitive Tribe.

(b) ABORIGINAL AND HILL TRIBES NOT INCLUDED IN (a).

	Name of community.	*District (and places) in which chiefly found.*
1	Badaga	Coimbatore and the Nilgiris.
2	Bagata	Vizagapatam.
3	Chenchu	Kurnool, West Godavari, Kistna, Cuddapah, Guntur and Vizagapatam.
4	Gadaba	Vizagapatam and East Godavari.
5	Gond	Do.
6	Irula	North Arcot, Salem, Chittoor, Coimbatore and the Nilgiris.
7	Jatapu	Vizagapatam.
8	Kani or Kaniyan ..	Coimbatore and Tinnevelly.
9	Konda Kapu (or Manya Kapu).	East Godavari.
10	Karumbalan	Malabar.
11	Kattunayakan	Malabar and the Nilgiris.
12	Kondh	Vizagapatam.
13	Konda Dora	Vizagapatam and East Godavari.
14	Kota	The Nilgiris.
15	Koya	West Godavari, Vizagapatam and East Godavari.
16	Kudubi	South Kanara.
17	Kurichan	Malabar and Bellary.
18	Kurumba or Kuruman ..	Malabar and the Nilgiris,
19	Malasar	Coimbatore.
20	Malayali or Malalali ..	Trichinopoly, Salem and North Arcot.
21	Marati	South Kanara.
22	Mavilan	Malabar.
23	Melakudi or Kudiyan ..	South Kanara.
24	Poraja	Vizagapatam (Agency tracts).
25	Savara	Vizagapatam.
26	Sholagar	Coimbatore.
27	Toda	The Nilgiris.
28	Yenadi	Cingleput, Chittoor, Cuddapah, Guntur, Kistna, Madras, Nellore and West Godavari.

(c) MEMBERS OF NOTIFIED CRIMINAL TRIBES AND THEIR FAMILIES.

Madras,
7th March 1944.

F. R. BRISLEE,
Commissioner of Labour.

SCHOLARSHIPS BY THE LABOUR DEPARTMENT.

NOTIFICATION II.

Commercial and Professional Courses.

Ten scholarships each for Commercial and Midwifery courses and a number of scholarships for the various Professional courses of study as detailed below will be awarded by the Commissioner of Labour, Madras, during the year 1944-45:—

Nature of scholarship.	*Period of course.*	*Value of scholarship.* Rs.
A. *Commercial scholarships* for pupils learning Book-keeping, Theory and Practice of Commerce, Banking, Commercial Geography, Shorthand and Typewriting.	9 months in a year.	36 a year.
B. *Midwifery scholarships* for pupils taking up the midwifery course in any of the 16 institutions mentioned below:— 1 Government Hospital for Women and Children, Madras. 2 Government Victoria Caste and Gosha Hospital, Madras. 3 Rajah Sir Ramaswami Mudaliyar's Lying-in Hospital, Rayapuram, Madras. 4 Christina Rainy Hospital, Madras. 5 Government Headquarters Hospital, Guntur. 6 Kugler Hospital, Guntur. 7 King George Hospital, Vizagapatam. 8 Victoria Hospital for Women and Children, Vizagapatam. 9 Government Headquarters Hospital, Tanjore. 10 The Missionary Medical School Hospital, Vellore. 11 Government Pentland Hospital Vellore. 12 Government Headquarters Hospital, Trichinopoly. 13 Government Headquarters Hospital, Madura. 14 Women and Children Hospital, Calicut. 15 Lady Goschen Hospital, Mangalore. 16 Government Headquarters Hospital, Cuddalore.	18 months.	In Madras City— 60 Initial payment on admission. 144 first year payable in three instalments in July, November and March. 72 next half-year payable also in three instalments in July, September and November. In the mufassal— 30 initial payment on admission. 120 first year payable in three instalments in July, November and March. 60 next half-year payable in three instalments in July, September and November.
C. Professional courses— I. *Physical Education scholarship* for pupils taking the diploma or special Certificate or Government Certificate—Course in the Y.M.C.A. College of Physical Education, Saidapet.	10 months in a year.	450 or 430 or 400 a year payable in three equal instalments in July, October and January.
II. For B.Sc. Agriculture ..	3 years ..	9 for the year for special fees only.
III. M.B.B.S. Medical College— (*a*) For Pre-registration.	6 months..	61 each for the half-year for essential books, etc., and for special fees.
(*b*) For Post-registration.	5 years ..	108 each for the year for essential books, etc., and for special fees.
IV. For Sanitary Inspector.	1 year ..	39 each for the year for books, etc.
V. For B.E. Engineering ..	4 years ..	57 each for the year for books, etc., and for special fees.
VI. For Engineering (Upper Subordinate).	2 years (after probation course).	27 each for the year for books, etc., and for special fees.
VII. For Engineering Probationary and Lower (Subordinate).	Probationary 2 years; Lower Subordinate 1 year after probation.	36 each for the year for books, etc., and for special fees.
VIII. For L.I.M. (School of Indian Medicine.)	4 years ..	43 a year for books special fees, etc.
IX. For G.M.V.C. Veterinary.	4 years ..	23-8-0 each for essential books, etc., and for special fees.

NOTE.—No fees are levied from poor pupils of the Scheduled classes studying in professional colleges.

2. The physical education scholarships and the midwifery scholarships are residential scholarships and include charges for boarding and lodging. The scholarships for the commercial and other professional courses of study are non-residential ones. Residential scholarships will be granted to deserving students undergoing professional courses of study. The non-residential scholarships are payable in two instalments—the first instalment representing three-fourths of the annual value in July and the second instalment representing the remaining fourth in January. The residentia scholarships are payable in three instalments—each instalment representing one-third of the annual value—in July, October and January.

3. A list of communities eligible for help by the Labour Department is annexed. Persons belonging to these communities who have been converted to Christianity or any other religion and their descendants are also eligible for these concessions. The scholarships will be granted only to *pupils of promise* whose pecuniary circumstances are certified to be such as to prevent them from prosecuting their studies without the assistance of the scholarships.

4. The scholarships will not be granted to pupils who, in the opinion of the Commissioner of Labour, are too old or have been out of school or college for more years than one or are otherwise not likely to be benefited by the grant.

5. In the case of pupils belonging to the Criminal Tribes, the applicants or their parents or their guardians should be members of notified Criminal Tribes.

6. Forms of application can be had from the office of the Commissioner of Labour, Post Box No. 429, Chepauk, Madras. There are separate forms of application for the different kinds of scholarships and the proper forms should be used. The use of forms which are obsolete or are not appropriate to the kind of scholarship required is likely to result in the application being ignored.

7. Application should be forwarded without any covering letter by the head of the institution in which the pupil is studying on the date of application in 1944-45 or intended to study through the head of the institution in which the pupil studied in 1943-44. In case where the pupil has passed a public examination the signature of the head of the institution where the pupil studied in 1943-44 is not necessary. All applications should be dated and a separate form should be used for each applicant. All applications should be sent to this office addressed to the Commissioner by designation only and *not by name*.

8. The course in which the scholarship is required to be made tenable and all other particulars required in the application form should be clearly given. The name of the nearest Post office, the name of the nearest sub-treasury and the distance from the sub-treasury to the institution should also be given. Incomplete applications will not be considered.

9. Applications for the course of study in Midwifery should reach the Commissioner on or before the 15th May 1944. Applications for the courses of study in Physical Education and Commercial Education should reach the Commissioner on or before the 1st June 1944. In other cases, the applications should reach the Commissioner before the 15th July 1944. In the case of pupils belonging to Criminal Tribes, the application should not be forwarded direct but should be sent through the concerned District Superintendent of Police who is requested to verify and forward the applications with a report whether the pupils or their parents or their guardians are members of notified Criminal Tribes. In such cases, the applications should be sent to the District Superintendent of Police in good time to enable him to verify and forward them before the due date.

10. Applications received after the prescribed dates may not be considered. In all cases where scholarships are sanctioned, intimation will be given to the concerned heads of institutions who are requested to inform the pupils. Where the grant of a scholarship is refused, no such intimation will be given nor will the Commissioner of Labour enter into any correspondence on the subject. Copies of the Labour Commissioner's sanction orders will be communicated to the heads of the Departments concerned with the institution, with a view to prevent the grant of scholarships for the same pupils from two different Departments of Government.

11. The scholarships for commercial education will be granted only to pupils reading in recognized or approved schools of commerce whose general educational qualification is Form IV and above. Heads of commercial institutions are requested when they apply for scholarships to see that their schools are in the list of schools recognized or approved for imparting instruction in the subjects for a course in which the scholarships are

required. The minimum general educational qualification required of an applicant for the Physical Education scholarship is that he should be the holder of a secondary school-leaving certificate (passed) with eligibility for the college course. For other scholarships the qualification will be that prescribed for admission to that course of study in the institution concerned.

12. The scholarships will be sanctioned subject to the conditions specified in this notification and to such other conditions as may be laid down in the orders communicating the sanction of scholarships.

13. All scholarships are liable to forfeiture for misconduct, irregularity or failure to make due progress or secure promotion. Heads of institutions may grant leave without diminution or loss of scholarship for a period not exceeding one month to scholarship-holders who are absent in consequence of illness. But if the leave exceeds this period, no scholarship is to be drawn for the excess period. Casual leave without diminution or loss of scholarship may be granted for good and sufficient reasons for a period not exceeding fifteen days in the year provided such leave does not immediately precede or succeed a series of gazetted holidays as the Easter and Michaelmas. Heads of institutions should report to the Commissioner of Labour all cases of grant of leave other than casual leave to the scholarship-holders. Such reports should be made also to the District Labour Officer, if there is one for the district. In the case of those who have been granted scholarships to cover cost of essential books, etc., and the special fees only, no deduction is ordinarily made for short periods of absence as the rates of scholarships commonly known as "no-fee" rates are not intended for regular school fees or for boarding and lodging. A proportionate reduction should however be made for absence in the case of those who have been given scholarships to cover cost of boarding and/or regular school fees.

14. The Commissioner of Labour has power to grant scholarships only to those who are not in receipt of similar scholarships from the Education or other Departments of Government. Therefore no person receiving a scholarship from the Labour Department will be permitted to hold any scholarship or other kind of help from any other Department of Government or from other source.

15. All scholarships, residential and non-residential, shall run from the beginning of the month in which the holder joins the class and shall cease to be drawn if he discontinues study. A reduction should be made in the case of residential scholarships according to the period the pupil is actually residing in the hostel, etc., away from home.

16. Heads of the institutions are requested to prefer their claims for sanctioned scholarships promptly without allowing them to accumulate. Also they are requested to cash the bills soon after they are received back countersigned and disburse the amounts to the pupils concerned on proper acquittance in accordance with the rules on the subject. The scholarships sanctioned in 1944-45 should in any case all be drawn before the end of the official year, that is, 31st March 1945, and any amount not so drawn cannot be drawn after 31st March 1945 without a fresh sanction from the Commissioner of Labour.

17. As soon as the scholarship amounts due on behalf of the pupils in an institution are either drawn by him from the treasury or have been remitted to him by the Commissioner of Labour or the District Labour Officer as the case may be, the head of the institution concerned is requested to pay the amounts to the pupils taking their acquittance in the prescribed forms—copies of which can be had from the Commissioner of Labour—and send their acquittance to the Commissioner of Labour or the District Labour Officer as the case may be. The heads of the institutions are expected to recover from the pupils, immediately the scholarships are disbursed, the school fees due and see that the balance left over in the hands of the pupils is properly utilized by them on the purchase of books, etc., required for the year and in the case of residential scholarships on their boarding.

ANNEXURE.

List of communities eligible for help by the Labour Department.

(a) SCHEDULED CLASSES.

Depressed classes as scheduled for purposes of the franchise under 'Madras' in Appendix VIII of the White Paper.

(1) Adi-Andhra, (2) Adi-Dravida, (3) Adi-Karnataka, (4) Ajila, (5) Aranadan (also * P.T.), (6) Arunthuthiyar, (7) Baira, (8) Bakuda, (9) Bandi, (10) Bariki, (11) Battada, (12) Bavuri, (13) Bellara, (14) Byagari, (15) Chachati, (16) Chakkiliyan, (17) Chalavadi, (18) Chamar, (19) Chandala, (20) Cheruman, (21) Dandasi, (22) Devendrakulathan, (23) Dombo (also * P.T.), (24) Ghasi, (25) Godagali, (26) Godari, (27) Godda, (28) Gosangi, (29) Haddi, (30) Hasla, (31) Holeya, (32) Jaggali, (33) Jambuvulu, (34) Kadan (also * P.T.), (35) Kalladi, (36) Kanakkan, (37) Karimpalan (also * P.T.), (38) Kattunayakan (also * P.T.), (39) Kodalo, (40) Koosa, (41) Koraga, (42) Kudiya (also * P.T.), (43) Kudubi (also * P.T.), (44) Kudumban, (45) Kuravan, (46) Kurichchan (also * P.T.), (47) Kuruman (also * P.T.), (48) Madari, (49) Madiga, (50) Maila, (51) Mala, (52) Mala Dasu, (53) Malasar (also * P.T.), (54) Matangi, (55) Mavilan (also * P.T.), (56) Moger (Holeya Moger), (57) Muchi, (58) Mundala, (59) Nalakeyava, (60) Nayadi, (61) Pagadai, (62) Paidi, (63) Painda, (64) Paky, (65) Pallan, (66) Pambada, (67) Pamidi, (68) Panchama, (69) Paniyan, (70) Panniandi, (71) Pano (also * P.T.), (72) Paraiyan, (73) Paravan, (74) Pulayan, (75) Puthirai Vannan, (76) Raneyar, (77) Relli, (78) Samagara, (79) Samban, (80) Sapari, (81) Semman, (82) Thoti, (83) Tiruvalluvar, (84) Valluvan, (85) Valmiki, (86) Vettuvan (Folaya Vettuvan).

* P.T. = Primitive Tribe.

(b) ABORIGINAL AND HILL TRIBES NOT INCLUDED IN (a).

Name of community.	*District (and places) in which chiefly found.*
1 Badaga	Coimbatore and the Nilgiris.
2 Bagata	Vizagapatam.
3 Chenchu	Kurnool, West Godavari, Kistna, Cuddapah, Guntur and Vizagapatam.
4 Gadaba	Vizagapatam and East Godavari.
5 Gond	Do.
6 Irula	North Arcot, Salem, Chittoor, Coimbatore and the Nilgiris.
7 Jatapu	Vizagapatam.
8 Kani or Kaniyan ..	Coimbatore and Tinnevelly.
9 Konda Kapu (or Manya Kapu).	East Godavari.
10 Karumbalan	Malabar.
11 Kattunayakan	Malabar and the Nilgiris.
12 Kondh	Vizagapatam.
13 Konda Dora	Vizagapatam and East Godavari.
14 Kota	The Nilgiris.
15 Koya	West Godavari, Vizagapatam and East Godavari.
16 Kudubi	South Kanara.
17 Kurichan	Malabar and Bellary.
18 Kurumba or Kuruman ..	Malabar and the Nilgiris.
19 Malasar	Coimbatore.
20 Malayali or Malaiali ..	Trichinopoly, Salem and North Arcot.
21 Marat	South Kanara.
22 Mavilan	Malabar.
23 Melakudi or Kudiyan ..	South Kanara.
24 Poraja	Vizagapatam (Agency tracts).
25 Savara	Vizagapatam.
26 Sholagar	Coimbatore.
27 Toda	The Nilgiris.
28 Yenadi	Chinglepat, Chittoor, Cuddapah, Guntur, Kistna, Madras, Nellore and West Godavari.

(c) MEMBERS OF NOTIFIED CRIMINAL TRIBES AND THEIR FAMILIES.

Madras,
7th March 1944.

F. R. BRISLEE,
Commissioner of Labour.

SCHOLARSHIPS BY THE LABOUR DEPARTMENT.

NOTIFICATION III.

Industrial Education.

Two hundred industrial scholarships are awarded every year by the Commissioner of Labour to pupils belonging to the communities eligible for help by the Labour Department seeking industrial education. A list of such communities is annexed. Persons belonging to these communities who have been converted to Christianity or any other religion and their descendants are also eligible for these concessions. After making provision for renewal of the scholarships awarded last year, a limited number as detailed below in sections A, B, C, D and E will be available for award during 1944-45.

2. The scholarships will be granted only to pupils of promise whose pecuniary circumstances are certified to be such as to prevent them from learning the particular trade or profession without the assistance of the scholarships.

3. The scholarships will not be granted to pupils who, in the opinion of the Commissioner of Labour, will not profit by the training sought.

4. In the case of pupils belonging to Criminal Tribes, the applicants or their parents or their guardians should be members of notified Criminal Tribes.

5. Forms of application can be had from the office of the Commissioner of Labour, Post Box No. 429, Chepauk, Madras. There are separate forms of application for the different kinds of scholarships and the proper forms should be used. The use of forms which are obsolete or are not appropriate to the kind of scholarship required is likely to result in the application being ignored.

6. Applications should be forwarded without any covering letter by the head of the institution (firm, school or workshop) in which the applicant seeks admission. A separate form should be used for each applicant. *All applications should be dated and accompanied by the school-leaving certificate, in original,* from the school last attended and by such other documents required. All applications should be sent to this office addressed to the Commissioner by designation only and *not by name.*

7. The course in which the scholarship is required to be made tenable and all other particulars required in the application form should be clearly given. The name of the nearest Post office, the name of the nearest sub-treasury and the distance from the sub-treasury to the institution should also be given. Incomplete applications will not be considered.

8. In the case of pupils belonging to Criminal Tribes, the applications should not be forwarded direct but should be sent through the concerned District Superintendent of Police who is requested to verify and forward the applications with a report whether the pupils or their parents or their guardians are members of notified Criminal Tribes. In such cases, the application should be sent to the District Superintendent of Police in good time to enable him to verify and forward them before the due date.

9. Applications received after the prescribed date may not be considered. In all cases where scholarships are sanctioned, intimation will be given to the concerned heads of institutions who are requested to inform the pupils. Where the grant of a scholarship is refused, no such intimation will be given nor will the Commissioner of Labour enter into any correspondence on the subject. Copies of the Commissioner's sanction orders will be communicated to the heads of the departments concerned with the institution with a view to prevent grant of scholarships for the same pupils from two different departments of Government.

10. The scholarships will be sanctioned subject to the conditions specified in this notification and to such other conditions as may be laid down in the orders communicating the sanction of scholarships.

11. The scholarship-holders will be subject, during the period of their training or apprenticeship, to the disciplinary regulations of the institution—firm, workshop or school—concerned.

12. Apprentices and their parents or guardians may be required to enter into an agreement, with the employer, that they will faithfully fulfil the conditions of apprenticeship and unless prevented by illness or other circumstances beyond their control serve the full term of apprenticeship that may be agreed on.

13. All scholarships are liable to forfeiture for misconduct, irregularity or failure to make due progress or secure promotion. Heads of institutions may grant leave without diminution or loss of scholarship for a period not exceeding one month to scholarship-holders who are absent in consequence of illness. But if the leave exceeds this period, no scholarship is to be drawn and disbursed for this excess period. Casual leave without diminution or loss of scholarship may be granted for good and sufficient reasons for a period not exceeding 15 days in the year, provided such leave does not immediately precede or succeed a series of gazetted holidays as the Easter and Michaelmas. Heads of institutions should report to the Commissioner of Labour all cases of grant of leave other than casual leave to the scholarship-holders. Such reports should be made also to the District Labour Officer, if there is one for the district. In the case of those who have been granted scholarships to cover cost of essential books, etc., and the special fees only, no deduction is ordinarily made for short periods of absence as the rates of scholarships commonly known as "no fee" rates are not intended for regular school fees or for boarding and lodging. A proportionate reduction should however be made for absence in the case of those who have been given scholarships to cover cost of boarding and/or regular school fees.

14. The Commissioner of Labour has powers to grant scholarships only to those who are not in receipt of similar scholarships from the industries or other departments of Government. Therefore no person receiving a scholarship from the Labour department will be permitted to hold any scholarship or other kind of help from any other department of Government or from other source.

15. All scholarships, residential and non-residential, held in any class shall run from the beginning of the month in which the holder joins the institution and shall cease to be drawn when he ceases to attend it. A proportionate reduction may accordingly be made in the claims for the scholarship in the cases of pupils joining late or discontinuing studies. A reduction should be made in the case of residential scholarships according to the period the pupil is actually residing away from home.

16. The scholarships are payable in instalments as prescribed. Heads of the institutions are requested to prefer their claims for sanctioned scholarships promptly without allowing them to accumulate. Also they are requested to cash the bills soon after they are received back countersigned and disburse the amounts to the pupils concerned on proper acquittance in accordance with the rules on the subject. The scholarships sanctioned in 1944-45 should in any case all be drawn before the end of the official year, that is, 31st March 1945, and any amount not so drawn cannot be drawn after 31st March 1945, without a fresh sanction from the Commissioner of Labour.

17. As soon as the scholarship amounts due on behalf of the pupils in an institution are either drawn by him from the treasury or have been remitted to him by the Commissioner of Labour or the District Labour Officer, as the case may be, the head of the institution concerned is requested to pay the amounts to the pupils taking their acquittance in the prescribed forms—copies of which can be had from the Commissioner of Labour—and send their acquittance to the Commissioner of Labour or the District Labour Officer, as the case may be. The heads of the institutions are expected to recover from the pupils, immediately the scholarships are disbursed, the school-fees due and see that the balance left over in the hands of the pupils is properly utilized by them on the purchase of books, etc., required for the year and in the case of residential scholarships on their boarding.

Section A.

18. About 35 residential scholarships will be awarded to pupils taking such courses as carpentry, blacksmithy, etc., in the St. Joseph's Industrial Schools at Gunadala near Bezwada, at Tindivanam in South Arcot, at Ootacamund in the Nilgiris and at Trichinopoly; in the Methodist Mission Industrial School at Karur, Trichinopoly; in the A.A.M. Industrial School at Velachery near St. Thomas' Mount and in the Pasumalai Trade School near Madura.

19. The rates of these scholarships vary from Rs. 40 to Rs. 100 per annum and include charges on account of boarding, etc., in the boarding homes attached to the institutions in accordance with the arrangements made by the Commissioner of Labour with the institutions concerned. The rates for the present will be—

Name of institution.	Yearly value of scholarship.				
	First year course.	Second year course.	Third year course.	Fourth year course.	Fifth year course.
	RS.	RS.	RS.	RS.	RS.
St. Joseph's Industrial School at Gunadala near Bezwada.	87-8	77-8	80	60	50
St Joseph's Industrial Schools at Tindivanam, Trichinopoly and Ootacamund.	80	80	60	50	40
Methodist Mission Industrial School at Karur.	80	80	65	55	45
Pasumalai Trade School near Madura.	55	55	55	55	55
A.A.M. Industrial School, Velachery near St. Thomas Mount.	100	100	80	60	40

20. The selection of pupils for these scholarships will ordinarily be restricted to applicants belonging to the districts in which the institutions are situated. Only those coming from places more than five miles away from the institutions concerned and who have passed at least Standard V in a day-school and are between 12 and 15 years of age are eligible for these scholarsips. The age-limit will be relaxed in respect of girls in deserving cases.

21. Applications should be in the prescribed form and should be accompanied by the school-leaving certificate in original and the written consent of the parent, or if no parent is alive of the guardian, agreeing to send the applicant for residential training in the institution concerned.

22. Applications for these scholarships should reach the Commissioner of Labour before the 1st June 1944.

23. These residential industrial scholarships are payable in three instalments each representing one-third of the annual vaule in July, October and January.

Section B.

24. About 35 non-residential scholarships will be awarded to pupils taking such courses as carpentry, blacksmithy, etc., in institutions recognized by the

Director of Industries and Commerce, Madras, as the Government School of Arts and Crafts, Chengalvaraya Naicker's Technical and Industrial Institute, etc., in the City of Madras, and such others in the mufassal.

25. The maximum annual value of these scholarships will be—

Year of course.	Where the institution levies any fees on account of tuition.	Where the institution levies no fees on account of tuition.
	Rs.	Rs.
First year	42	10½
Second year	48	12
Third year	60	15
Fourth year	72	18
Fifth year	84	21

26. In addition, a non-recurring bonus calculated at Rs. 6 for each year of the course during which the pupil was a scholarship-holder and subject to a maximum of Rs. 30 will be paid to him on his satisfactorily completing the course. Claims for bonus should be made within a period of twelve months after completion of the course.

27. Applicants should not have exceeded 20 years of age on the 1st July 1944 and should have passed at least Standard V in a day-school. The age-limit will be relaxed in respect of girls in deserving cases. Applications in the prescribed form should reach the Commissioner of Labour before the 1st July 1944.

28. These non-residential industrial scholarships are payable in two instalments—the first instalment representing three-fourths of the annual value being paid in July or as soon as possible after the scholarship is sanctioned and the second instalment representing the remaining fourth of the annual value early in January 1945.

Section C.

29. Two scholarships intended to cover boarding and other charges will be awarded to pupils selected for training as apprentice-fitters in the Engineering Department of the Deccan Sugar and Abkari Company, Limited, Samalkot, near Cocanada. The period of apprenticeship is five years. The annual value of these scholarships will be Rs. 60 for each of the first two years and Rs. 84 for each of the remaining three years. The selection of candidates for these scholarships will ordinarily be restricted to applicants of the East Godavari district. Only those coming from places more than five miles away from the institution are eligible for these scholarships. Applicants should be between 17 and 20 years of age on 1st July 1944 and should have passed at least Form III or Standard VIII in a day-school.

30. Applications in the prescribed form should reach the Commissioner of Labour before the 1st July 1944.

31. These scholarships are payable in three instalments each representing one-third of the annual value in July, October and January.

Section D.

32. A few scholarships will be awaded to pupils selected to undergo apprenticeships in motor car mechanism in the United Motors, Limited, Coimbatore, the Canara Public Conveyance Company, Kodialbail, Mangalore, and the Andhra Engineering Company, and the St. Aloysius Works, Vizagapatam.

33. These firms levy no tuition fees; some of them give the apprentices a small pay during their apprenticeship. The periods of apprenticeship are two years in the Canara Public Conveyance Company, three years in the Andhra Engineering Company, Vizagapatam, three to five years in the United Motors, Limited, Coimbatore, and five years in the St. Aloysius Works, Vizagapatam.

34. The selection of pupils for apprenticeship in the mufassal workshops mentioned above will be restricted to residents of the districts in which the workshops are situated. The annual value of the scholarships in their cases will be Rs. 60, if living at home and getting no pay from their employer or if living away from home and getting pay from their employer; Rs. 90, if living away from home and getting no pay from their employer; and Rs. 30, if living at home and getting paid by their employer.

35. Applicants for these scholarships should have completed Form III or Standard VIII in a day-school and should have been declared fit for promotion to the higher class. The scholarships will not be granted to those who are either below 17 or above 18 years of age on the 1st July 1944. Applications in the prescribed form accompanied by school-leaving certificates in original should reach the Commissioner of Labour before the 1st July 1944.

36. These scholarships are payable in three instalments each instalment representing one-third of the annual value, in July, October and January.

Section E.

37. Three scholarships will be awarded to pupils selected for training as apprentices in the Public Works Department Workshops, one each at Madras, Bezwada and Dowlaishwaram.

38. The selection of candidates for the Madras City Workshops will be restricted to applicants from the Tamil districts of the Presidency, who have passed S.S.L.C. and have been declared eligible for the college course. Applicants should not be below 15 or above 20 years of age on the 1st July 1944.

39. The candidate selected for the Madras City Workshop will be given a non-residential Industrial Scholarship. A seat will be reserved for him in the Government School of Technology, Madras, which he has to join on selection. If the selection is made from among the applicants belonging to the mufassal, the candidate will, in addition, be provided with free board and lodging in the Slater Hostel, Madras.

40. Applicants for the apprenticeship in the Public Works Department Workshops at Bezwada and Dowlaishwaram should have passed at least Form III. Selection will be made only from those belonging to the Telugu districts of the Presidency who are not below 15 or above 18 years of age on the 1st July 1944. The selected candidate will be given a scholarship of the annual value of Rs. 42 which, together with the daily wage of annas four he will get from the workshops, is intended to cover boarding and other charges.

41. Every applicant for apprenticeship in the Public Works Department Workshops should produce in original his school-leaving certificate, a medical certificate from a registered medical practitioner that he is of good physique and fit to undergo the hard training in the workshops, and at least two testimonials covering the three years immediately preceding the date of application about his character and respectability.

42. Applications for these scholarships in the prescribed form accompanied by the required documents should reach the Commissioner of Labour before the 15th June 1944.

43. The scholarship is payable in three instalments —each instalment representing a third of the annual value. The first instalment is payable in July or as soon as possible after the scholarship is sanctioned, the second in October and the third or last in January 1945.

44. The scholarship will be continued in subsequent years at the prevailing rates, on a report from the head of the institution about the progress and conduct of the apprentice, but will cease immediately the apprentice's pay in the workshops amount to Rs. 15 a month.

ANNEXURE.

List of communities eligible for help by the Labour Department.

(a) SCHEDULED CLASSES.

Depressed classes as scheduled for purposes of the franchise under 'Madras' in Appendix VIII of the White Paper.

(1) Adi-Andhra, (2) Adi-Dravida, (3) Adi-Karnataka, (4) Ajila, (5) Aranadan (also * P.T.), (6) Arunthuthiyar, (7) Baira, (8) Bakuda, (9) Bandi, (10) Bariki, (11) Battada, (12) Bavuri, (13) Bellara, (14) Byagari, (15) Chachati, (16) Chakkiliyan, (17) Chalavadi, (18) Chamar, (19) Chandala, (20) Cheruman, (21) Dandasi, (22) Devendrakulathan, (23) Dombo (also * P.T.), (24) Ghasi, (25) Godagali, (26) Godari, (27) Godda, (28) Gosangi, (29) Haddi, (30) Hasla, (31) Holeya, (32) Jaggali, (33) Jambuvulu, (34) Kadan (also * P.T.), (35) Kalladi, (36) Kanakkan, (37) Karimpalan (also * P.T.), (38) Kattunayakan (also * P.T.), (39) Kodalo, (40) Koosa, (41) Koraga, (42) Kudiya (also * P.T.), (43) Kudubi (also * P.T.), (44) Kudumban, (45) Kuravan, (46) Kurichchan (also * P.T.), (47) Kuruman (also * P.T.), (48) Madari, (49) Madiga, (50) Maila, (51) Mala, (52) Mala Dasu, (53) Malasar (also * P.T.), (54) Matangi, (55) Mavilan (also * P.T.), (56) Moger (Holeya Moger), (57) Muchi, (58) Mundala, (59) Nalakeyava, (60) Nayadi, (61) Pagadai, (62) Paidi, (63) Painda, (64) Paky, (65) Pallan, (66) Pambada, (67) Pamidi, (68) Panchama, (69) Paniyan, (70) Panniandi, (71) Pano (also * P.T.), (72) Paraiyan, (73) Paravan, (74) Pulayan, (75) Puthirai Vannan, (76) Raneyar, (77) Relli, (78) Samagara, (79) Samban, (80) Sapari, (81) Semman, (82) Thoti, (83) Tiruvalluvar, (84) Valluvan, (85) Valmiki, (86) Vettuvan (Polaya Vettuvan).

* P.T. = Primitive tribe.

(b) ABORIGINAL AND HILL TRIBES NOT INCLUDED IN (a).

Name of community.	District (and places) in which chiefly found.
1 Badaga	Coimbatore and the Nilgiris.
2 Bagata	Vizagapatam.
3 Chenchu	Kurnool, West Godavari, Cuddapah, Guntur and Vizagapatam.
4 Gadaba	Vizagapatam and East Godavari.
5 Gond	Do.
6 Irula	North Arcot, Salem, Chittoor, Coimbatore and the Nilgiris.
7 Jatapu	Vizagapatam.
8 Kani or Kaniyan ..	Coimbatore and Tinnevelly.
9 Konda Kapu (or Manya Kapu).	East Godavari.
10 Karumbalan	Malabar.
11 Kattunayakan ..	Malabar and the Nilgiris.
12 Kondh	Vizagapatam.
13 Konda Dora	Vizagapatam and East Godavari.
14 Kota	The Nilgiris.
15 Koya	West Godavari, Vizagapatam and East Godavari.
16 Kudubi	South Kanara.
17 Kurichan	Malabar and Bellary.
18 Kurumba or Kuruman ..	Malabar and the Nilgiris.
19 Malasar	Coimbatore.
20 Malayali or Malaiali ..	Trichinopoly, North Arcot and Salem.
21 Marati	South Kanara.
22 Mavilan	Malabar.
23 Melakudi or Kudiyan ..	South Kanara.
24 Poraja	Vizagapatam (Agency tracts).
25 Savara	Vizagapatam.
26 Sholagar	Coimbatore.
27 Toda	The Nilgiris.
28 Yenadi	Chingleput, Chittoor, Cuddapah, Guntur, Kistna, Madras, Nellore and West Godavari.

(c) MEMBERS OF NOTIFIED CRIMINAL TRIBES AND THEIR FAMILIES.

Madras,
7th March 1944.

F. R. BRISLEE,
Commissioner of Labour.

STATEMENT SHOWING PARTICULARS OF SCHOLARSHIPS AND STIPENDS ETC., EXEMPTION FROM PAYMENT OF EXAMINATION FEES AND NON-RECURRING GRANTS GRANTED BY THE LABOUR DEPARTMENT SINCE ITS INCEPTION TILL 1943-44.

Year.	Scholarships and schooling charges		Exemption from payment of Examination fees.		Grant for books clothing etc.
	No. sanctioned.	Amount.	No. sanctioned.	Amount.	
		Rs.		Rs.	Rs.
1923-24	281	7552	-	-	-
1924-25	495	not known.			
1925-26	545	23555			
1926-27	706	38050			
1927-28	715	41362			
1928-29	814	41743			
1929-30	1757	73862	77	738	
1930-31	1852	83845	72	456	990
1931-32	1845	85453	112	989	2980
1932-33	1770	86651	87	998	2989
1933-34	1736	83700	98	974	2927
1934-35	1489	77100	124	1998	3303
1935-36	2019	84100	164	2232	2930
1936-37	2850	74433	169	1918	3734
1937-38	3427	81796	91	950	4790
1938-39	3637	83248	132	1480	3840
1939-40	5188	84690	195	2011	4331
1940-41	5724	87908	158	1796	4551
1941-42	6672	109721	227	2259	3749
1942-43	7580	127023	231	2482	9786
1943-44	7449	136403	412	3788	5192

Boarding grants by the Labour Department.

Boarding grants at Rs. 10 per mensem are awarded by the Commissioner of Labour to pupils belonging to the communities eligible for help by the Labour Department studying in elementary and secondary school classes from Standard IV to Form III inclusive, or, to pupils studying in Industrial schools recognized by the Director of Industries and Commerce, Madras. The grants are also awarded to girl pupils admitted to Class III in primary departments of secondary schools provided they do not exceed the age-limits prescribed for pupils of Standard IV in elementary schools. The grants will ordinarily be tenable for a period of ten months in the year from the 1st July 1944 but in exceptional circumstances the period may be raised. After making provision for renewal of the boarding grants sanctioned last year, a limited number will be available for award during 1944–45. The grants are also open to converts to Christianity or any other religion and their descendants belonging to the communities eligible for help by the Labour Department. A list of the communities eligible for help by the Labour Department is annexed.

2. (*a*) Applicants for boarding grants from elementary and secondary schools should not exceed the following age-limits on the 1st July 1944:—

Class III	.. ..	12	years.
Class or Standard IV	.. ..	12	,,
Do.	V	13	,,
Do.	VI and Form I ..	14	,,
Do.	VII and Form II ..	15	,,
Do.	VIII and Form III ..	16	,,

(*b*) Applicants for boarding grants from Industrial schools should have passed Standard V in a day school and should not have exceeded 20 years of age on the 1st July 1944.

3. Forms of application for the boarding grants awardable under this notification may be obtained from the Personal Assistant to the Commissioner of Labour, Post Box No. 429, Chepauk, Madras.

4. All applications for boarding grants should be sent in the prescribed form so as to reach the Commissioner of Labour before 15th July 1944. They should be forwarded by the head or manager of the school in which the pupil studied in 1943–44 through the head or manager of the school in which the pupil intends to study in 1944–45 and through the manager of the hostel or boarding home in which pupil is staying or intends to stay. The poverty certificate appended to the application should be signed by a Gazetted officer or by an officer of the Revenue department not lower in rank than a Deputy Tahsildar or Sub-Magistrate or by a District Labour Officer or by an Inspector of Police.

The applications should be sent to this office addressed to the Commissioner by designation only and not by name.

5. Applications not submitted in the prescribed form or not accompanied by the poverty certificate and any application received after the due date are liable to be rejected summarily.

6. Boarding grants sanctioned by the Commissioner will be subject to the conditions specified in this notification and to such other conditions as may be laid down in the orders communicating the sanction of boarding grants. Any boarding grant falling vacant during the period for which it is tenable may be awarded for the remaining period to an eligible applicant. In all cases where boarding grants are sanctioned, intimation will be given to the heads of the schools concerned and the managers of the hostels or boarding homes in which the pupils are staying or intend to stay. Where the award of a boarding grant is refused, no such intimation will be given nor will the Commissioner of Labour enter into any correspondence on the subject.

7. The boarding grants will be sanctioned only to pupils (*a*) living in hostels attached to the schools in which they study or (*b*) residing in hostels or boarding homes managed by private bodies and attending schools in the neighbourhood.

8. The boarding grants are open only to pupils of promise whose pecuniary circumstances are certified in the prescribed form to be such as to prevent them from prosecuting their studies without such assistance. Pupils whose parents or guardians live within a radius of five miles from the boarding home in which they reside and who have not been promoted to the next higher class or standard or form and have not secured marks above the class average in all subjects in the last annual examination will not ordinarily be eligible for boarding grants. In the case of girl applicants reading in schools and staying in boarding homes in rural areas, however, the rule regarding distance will be that their parents or guardians should live at a distance of two miles or more from the boarding homes.

9. Heads of schools may grant leave without diminution or loss of boarding grant for a period not exceeding one month to pupils who are absent in consequence of severe sickness; but if the leave exceeds this period, no boarding grant will be allowed for the excess period. Casual leave without diminution or loss of boarding grant may be granted for good and sufficient reasons for a period not exceeding fifteen days in the year, provided such leave does not immediately precede or succeed gazetted holidays. Under the above conditions, leave for the pupils in receipt of boarding grants in schools may be sanctioned by the heads of schools who shall then report it to the Commissioner. Such reports should be signed both by the heads of schools and by the managers of the boarding homes concerned.

10. Without the special sanction of the Commissioner, no pupil receiving a boarding grant under this notification shall be permitted to hold any other boarding grant provided wholly or partly by Government or from any other source. Such sanction will not be accorded except for very special reasons.

11. All boarding grants tenable under the above rules are liable to forfeiture for misconduct, irregularity or failure to make due progress or to secure annual promotion.

12. A boarding grant held in any class shall run from the beginning of the month in which the holder joins the class and shall not continue to be drawn after he ceases to attend it.

13. The boarding grants are payable in three instalments, the first instalment in July 1944, representing the grant due for the months of July to September 1944, the second instalment in October 1944, representing the grant due for the months of October to December 1944 and the third and last instalment in January 1945 representing the grants due for the month of January to April 1945. The boarding grants sanctioned in 1944–45 should all be drawn before the end of the official year, i.e., 31st March 1945, and any amount not so drawn cannot be drawn after the 31st March 1945 without a fresh sanction from the Commissioner of Labour.

14. The boarding grants will be drawn by the managers of the boarding homes concerned, but the boarding grant bills in which the claims are made should be signed also by the heads of the schools in which the boarding grant holders are studying in token of the fact that the pupils are on the rolls of the schools.

15. When the names of the boarding grant holders are struck off the rolls of the schools in which they are studying, the heads of the schools concerned should make a report to the Commissioner of Labour immediately. Similar report should be made by the managers of the boarding homes also when the boarding grant holders are away from the boarding homes for periods in excess of those permissible under the rules or leave the boarding homes.

16. The boarding grant sanctioned may, on the pupil's promotion to the next higher class, be renewed provided the pupil's progress and conduct have been satisfactory. Applications for renewal of boarding grants should be submitted in the prescribed form.

17. The boarding grant holders of III Form who are promoted to IV Form may apply for the grant of residential scholarships tenable in IV Form in the scholarship renewal application forms which can be had from this office.

18. An acquittance in the printed form which will be supplied from this office, shall be obtained by the manager of the boarding home from each of the pupils to whom the grants are disbursed. The acquittances so obtained shall be sent to the heads of the schools in which the boarding grant holders are reading and shall be maintained there and produced at the time of the departmental inspection of the institution and when required by the officers of the Labour Department.

19. In addition to the above, boarding grants as shown below will also be sanctioned by the authorities mentioned against each to pupils of the communities eligible for help by the Labour Department specified therein:—

Serial number and particulars.	Monthly value of each boarding grant.	Period for which tenable.	Sanctioning authority.
(1)	(2)	(3)	(4)
	RS.	MONTHS.	
1 Twenty Special boarding grants to deserving pupils of the eligible communities who are residents of Madras City and studying in high schools in Madras City from IV class to VI Form.	10	10	Labour Commissioner.
Toda pupils in the Nilgiris ..	10	10	Collectors of the Nilgiris and Tinnevelly.
3 Badaga pupils reading at Ootacamund and Hubathalai.	17	10	Collector of the Nilgiris.

NOTE.—(a) Applications for these grants should be made to the authorities mentioned in column (4) and should reach them before 15th July 1944.

(b) Rules 4 and 6 to 16 above will apply to these boarding grants. For the words "Commissioner or Commissioner of Labour" appearing in these rules, "the Collector" should be substituted.

(c) Where the pupils are actually maintained for more than ten months the period may be raised.

ANNEXURE.

List of communities eligible for help by the Labour Department.

(a) SCHEDULED CLASSES.

Depressed Classes as scheduled for purposes of the franchise under "Madras" in Appendix VIII of the White Paper.

(1) Adi-Andhra, (2) Adi-Dravida, (3) Adi-Karnataka, (4) Ajila, (5) Aranadan (also *P.T.), (6) Aruntuthiyar, (7) Baira, (8) Bakuda, (9) Bandi, (10) Bariki, (11) Battada, (12) Bavuri, (13) Bellara, (14) Byagari, (15) Chachati, (16) Chakkiliyan, (17) Chalavadi, (18) Chamar, (19) Chandala, (20) Cheruman, (21) Dandasi, (22) Devendrakulathan, (23) Dombo (also *P.T.), (24) Ghasi, (25) Godagali, (26) Godari, (27) Godda, (28) Gosangi, (29) Haddi, (30) Hasia, (31) Holeya, (32) Jaggali, (33) Jambuvulu, (34) Kadan (also *P.T.), (35) Kalladi, (36) Kanakkan, (37) Karimpalan (also *P.T.), (38) Kattunayakan (also *P.T.), (39) Koddalo, (40) Koosa, (41) Koraga, (42) Kudiya (also *P.T.), (43) Kudubi (also *P.T.), (44) Kudumban, (45) Kuravan, (46) Kurichchan (also *P.T.), (47) Kuruman (also *P.T.), (48) Madari, (49) Madiga, (50) Maila, (51) Mala, (52) Mala Dasu, (53) Malasar (also *P.T.), (54) Matangi, (55) Mavilan (also *P.T.), (56) Moger (Koleya Moger), (57) Muchi, (58) Mundala, (59) Nalakeyava, (60) Nayadi, (61) Pagadai, (62) Paidi, (63) Painda, (64) Paky, (65) Pallan, (66) Pambada, (67) Pamidi, (68) Panchama, (69) Paniyan, (70) Panniandi, (71) Pano (also *P.T.), (72) Paraiyan, (73) Paravan, (74) Pulayan, (75) Puthirai Vannan, (76) Raneyar, (77) Relli, (78) Samagara, (79) Samban, (80) Sapari, (81) Semman, (82) Thoti, (83) Tiruvalluvar, (84) Valluvan, (85) Valmiki, (86) Vettuvan.

P.T. = Primitive Tribe.

(b) ABORIGINAL AND HILL TRIBES NOT INCLUDED IN (a).

Name of community.	District (and places) in which chiefly found.
1 Badaga	Coimbatore and the Nilgiris.
2 Bagata	Vizagapatam.
3 Chenchu	Kurnool, West Godavari, Kistna, Cuddapah, Guntur and Vizagapatam.
4 Gadaba	Vizagapatam and East Godavari.
5 Gond	Do.
6 Irula	North Arcot, Salem, Chittoor, Coimbatore and the Nilgiris.
7 Jatapu	Vizagapatam.
8 Kani or Kaniyan	Coimbatore and Tinnevelly.
9 Konda Kapu (or Manya Kapu).	East Godavari.
10 Karumbalan	Malabar.
11 Kattunayakan	Malabar and the Nilgiris.
12 Kondh	Vizagapatam.
13 Konda Dora	Vizagapatam and East Godavari.
14 Kota	The Nilgiris.
15 Koya	West Godavari, Vizagapatam and East Godavari.
16 Kudubi	South Kanara.
17 Kurichan	Malabar and Bellary.
18 Kurumba or Kuruman ..	Malabar and the Nilgiris.
19 Malasar	Coimbatore.
20 Malayali or Malalali ..	Trichinopoly, Salem and North Arcot.
21 Marati	South Kanara.
22 Mavilan	Malabar.
23 Melakudi or Kudiyan ..	South Kanara.
24 Poraja	Vizagapatam (Agency tracts).
25 Savara	Vizagapatam.
26 Sholagar	Coimbatore.
27 Toda	The Nilgiris.
28 Yenadi	Chingleput, Chittoor, Cuddapah, Guntur, Kistna, Madras, Nellore and West Godavari.

(c) MEMBERS OF NOTIFIED CRIMINAL TRIBES AND THEIR FAMILIES.

Madras,
18th March 1944.

F. R. BRISLEE,
Commissioner of Labour

Number of Private hostels in each district subsidised by the Labour Department.

Serial No.	Name of District.	Number of hostels subsidised.	Number of pupils for whom Boarding Grants are sanctioned to the hostels.
1.	S.Kanara	2	110
2.	Malabar	1	5
3.	Coimbatore	2	43
4.	The Nilgiris	-	-
5.	Salem	3	37
6.	Madura	6	159
7.	Ramnad	1	30
8.	Tinnevelly	1	35
9.	Tanjore	-	-
10.	Trichinopoly	3	109
11.	North Arcot	2	28
12.	South Arcot	-	-
13.	Chingleput	3	128
14.	Madras	3	45
15.	East Godavari	3	78
16.	West Godavari	4	88
17.	Kistna	4	137
18.	Guntur	9	135
19.	Nellore	5	74
20.	Anantapur	2	51
21.	Bellary	2	33
22.	Kurnool	2	90
23.	Cuddapah	-	-
24.	Chittoor	1	8
25.	Vizagapatam	1	5
	Total	60	1428

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"MASCOT VILLE"
20, EDWARD ELLIOT ROAD,
MYLAPORE, P O., MADRAS.

December,1,1944.

Dear Mr. Austin,

You may remember in the Education Sub-Committee I spoke about the special facilities for the education of the scheduled classes, and the aborginal and hill tribes. Of course you were all good enough to agree that special concessions should be further increased. There are many matters relating to education of these classes on which I feel we should record our definite conclusions in order tom accelerate the educational advancement of these classes. To my mind the education of these classes is of great importance requiring special attention. I understand the Commissioner of Labour has prepared a special note on this subject and submitted it to Government. I would respectfully suggest that that note may form the basis of discussion at the next meeting of the Sub-committee.

As regards the aborginal and hill tribes I am not satisfied with the decision arrived at. In merely asking special measures and special concessions should be increased, we do not go far. I feel in regard to these classes also the Sub-Committee should make definite recommendations. I shall undertake to prepare a note if the Director of Public Instruction cannot find time to do so.

On the point pressed by me that the salaries and emoluments of

all classes of teachers whatever may be the agency employing them, should be the same, I am not sure if the minutes of the Sub-Committee enunciate this principle. I am not also sure if the point Khan Sahib Rawoof and I pressed regarding the minimum salary of teachers of the Higher Elementary Grade has been noted. I may be permitted to put in a minute on these topics.

I do not know if the subject of Welfare of Youth will come under the purview of the Education Sub-Committee. In connection with the New India Planning Group a few of us served on a Sub-Committee on Youth Welfare of which Miss Gerrard is the Convenor. We have produced a report which is coming up for final discussion on the 6th instant. I shall arrange to send you a copy of the report and will be grateful if this topic can also be discussed by the Education Sub-Committee.

Yours sincerely,

T.Austin, Esq., C.I.E., I.C.S.,
Adviser to H.E. the Governor,
Fort St.George.

SECRETARY, EDN. AND P. H. DEPT.
2 DEC 19
GOVERNMENT OF MADRAS

HEAD MASTER

56591

L. M. C. TRAINING SCHOOL,
ERODE, S. INDIA.

Nov. 29th 19 44

SECRETARY, EDN. AND P. H. DEPT.
30 NOV 19
GOVERNMENT OF MADRAS

From:
Rev.H.A.Popley,

To
M.V.Subramanian, Esq. I.C.S.
Secretary to the Govt. of Madras

Sir,

I enclose herewith my observations on the proposals of the D.P.I. Madras in regard to Postwar Education.

I am very sorry that it was not possible for to attend the meeting and hope that I shall be able to do so next time.

Yours faithfully,

H.A.Popley

Copy to D.P.I. Madras

Submitted for perusal
Many of the points have already been considered by the sub-committee at its sittings on the 28th & 29th ult. Nothing left unattended. No action seems called for except to ack: letter.

1-12-44

A draft letter is submitted for approval.

2-12-44

MEMO ON REPORT OF D.P.I. MADRAS ON POSTWAR EDUCATIONAL RECONSTRUCTION

I agree with the main recommendations and proposals of the D.P.I. subject to criticism of some details.

1. I am entirely in agreement with the D.P.I. that we need a scheme which will bring adequate results within 15 years instead of the 35 years envisaged in the Sargent Report and that the more grandios scheme of the Report is both undesirable and unnecessary.

2. I agree that it is better to introduce compulsion from age to age rather from area to area. I agree also with the proposal that in all areas compulsion be introduced from standards I to V. This should be introduced as soon as possible in all schools and where schools are lacking they should be started.

3. I do not however think it desirable or necessary to carry every Elementary School to the 8th standard. I think that there should be a complete H.E.School within about 4 miles of each village school. I do not think it will be possible to maintain a H.E.School in every village but it should be possible for boys of that age and girls also to walk 3 or 4 miles to every such central H.E.School. I think also that we ought to aim at having graduate Headmasters of every H.E.School within a few years.

4. In regard to the proposal to place the control and execution of compulsion in the hands of the officers of the Revenue Dept I have some doubts. The Govt puts all extra work upon these already overworked officials and I do not think they will have the time or inclination to carry out this additional work properly. Further their own superior officers will naturally put more emphasis upon Revenue and other Government work and so the school attendance work is .likely to be neglected or done half-heartedly. I think it will be necessary to have school attendance officers for each Taluk. I notice that the D.P.I. looks forward to special school welfare officers whose duties would be akin to those of attendance officers and I think they could take up both duties.

5. I should like to support very heartily the proposal of the D.P.I. to provide a free midday meal for every poor child in an Elementary School. This will be a great help to regular attendance and also to better education.

6. With reference to Pre-Primary education while I agree generally with the principle of the D.P.I's statement that the main emphasis of the scheme must be upon the education of the children of school-going age, I think that it would be a mistake to neglect altogether the children of pre-primary stage. I agree that the main emphasis of the scheme for the next ten years at any rate shall be upon children from 5 to 15. I think however that the Government should be ready to encourage private bodies to carry on schools for pre-primary children and to give them liberal aid. They will also help the ordinary schools as it will mean that the elder children will not be worried by having to look after the younger children while they are at school. A number of such schools in the Presidency will not only serve a useful purpose in preparing children of the working classes for the Primary schools but they will also serve as useful centres for psychological study and for training nursery school teachers for the future.

7. Re Secondary Education I have only to say that I agree with the D.P.I's observations, especially in regard to the need for whatever tests are imposed for those entering secondary schools that they do not lead do the exclusion of pupils from the scheduled classes who although they may not be as good as children from other classes may be quite as fit for secondary education.

8. I fully agree with the D.P.I. in his emphasis upon the necessity of safeguarding the education of children of the backward communities.

9. Re the Training of Teachers I think that the proposals of the D.P.I. to provide in 10 years the number of extra teachers required to carry out the proposals in his report should be possible of realisation and should be generally acceptable. It is important however that the extension of training facilities for men teachers should be mainly for S.S.L.C. trainees, though probably for women it should include a large number of H.E. students.

10. With regard to Adult Education I do not think the Report does justice to the literacy aspect of Adult Education. While I fully agree that it is a great mistake to confuse Adult Education with mere literacy work, I believe that the creation of literacy in youths and girls from 14 to 25 at least is a very important adjunct of Adult Education and I think that we ought to aim at making all such young people literate within the next 15 years. I think that a great deal can be done in this [illegible] expenditure of large funds. Teachers in village schools who

are willing to undertake this work in the evenings may be given a special allowance, say of Rs 2 or 3 ~~monthly~~, for every person of this age group made literate within a certain time. Also students in Training Institutions may be encouraged to take up this work as part of their training. If [illegible] the students take it in turn it will not mean more than two or three weeks work in such night schools near to the Training School for each student. We have done this in our Training School for the past five years and it has been quite successful and has not taken too much of their time. We have carried on such schools for months with the aid of students. In these and other ways literacy work can be carried on without a great expenditure of time or money. Other wise it will be impossible even if universal education is introduced to reduce the general figures of illiteracy very much even in 10 or 20 years. Then too I think that some plans should be made for carrying on Adult Education work in the true sense for those who have had 5 years or more at school. This can be done by special Night Schools in Central villages.

11. As regards the pay of the teachers I am very glad to see the increased scale proposed for fully trained teachers. I think hwoever that Rs 20 is too small even for H.E.Trained teachers and think that the minimum salary should be Rs 25 with free house, rising to Rs 35 as proposed in the Sargent Report.

These are the most important suggestions that I have to make concerning the Report of the D.P.I. I think that we should all be very grateful to him for his very thorough and practical proposals, which I believe can be carried out within a reasonable time.

H.A.Popley
29/11/44

5/12/C Letter Depy. 5659/A7 4.12.44 To 16/ 25 days (81)

The Revd. H.A. Popley,
Principal L.M.C. Training
School Erode.

Sir,

I am directed to acknowledge the receipt of your letter of 29.11.44 ~~[illegible]~~ containing your observations on the proposals of the D.P.I. in ~~[illegible]~~ regard to ~~[illegible]~~ Post War education ~~[illegible]~~ etc.

yrs.

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any material success.

3.It is true that The Special Officer,in his memorandum Ref. A.I.I2942/43 dated 4-2-43,has sanctioned a dearness allowance of Rs.I/8-p.m.,probably the lowest rate of dearness allowance granted to any employee by any other management,to those of us who draw less than Rs.2o/-. We are certainly grateful to him for the relief afforded,however small.I beg to submit that there are only about 3oo such teachers ie aboutIO%of our total number.

4.I humbly submit that it does not seem necessary to dwell at length upon the various aspects of our sad plight.Imost respectfully pray that all the Elementary School Teachers under the Malabar District Board may kindly be granted dearness allowance as allowed in G.O.No.2788.L.A.dated I9-9-42,and save them from the very miserable plight, they are in.

I beg to remain,
Sir,
Your most obedient servant
P. Kumaran
President 12/3/43
Dt.Bd.Ele.School Teachers Union
Kurumbranad Taluk
P.O.Quilandy.

Place - Anthatta,Quilandi.
Date - 12-3-I943

The Women's Christian College

TELEGRAMS: DISCIPULA, MADRAS
TELEPHONE: 2058
PRINCIPAL: MISS ELEANOR H. RIVETT, M.A.

Cathedral P.O.,
Madras, S.W.

SECRETARY, EDN. AND P. H. DEPTT.
GOVERNMENT OF MADRAS

2nd Dec 44

From Miss E Peggs
Ag. Principal

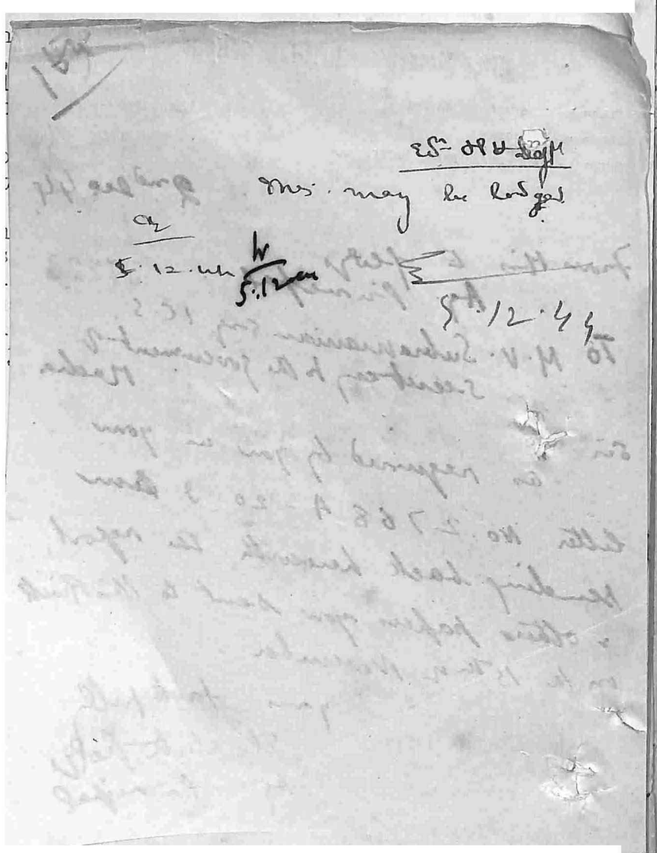
57223

To M.V. Subramanian Esq I.C.S.
Secretary to the government of Madras

Sir,

as required by you in your letter No. 27684-20 I am sending back herewith the report, & others papers you sent to Miss Rivett on the 15th of November -

yours faithfully
Elizabeth Peggs
Ag. Principal



EDUCATION AND PUBLIC HEALTH DEPARTMENT.

POST-WAR RECONSTRUCTION.

EDUCATION SUB-COMMITTEE MEETING—28TH NOVEMBER 1944 (10-30 A.M.).

Questionnaire for Consideration.

MASS EDUCATION.

Q. 1.—Is it agreed—

(*a*) that compulsion be introduced in all areas, in the first place, from Standards I to V, providing additional accommodation and staff to the extent necessary in areas already served by existing schools, and opening new schools in school-less areas with sufficient population and building them up to V Standard schools ; and

(*b*) that after that scheme has been introduced in the Province, the further step should be taken of extending compulsion to the VI, VII and VIII Standards by stages ?

[*Reference.*—D.P.I., pages 1–2 (Board : Chapter I, pages 6 to 12).]

Q. 2.—Is it agreed—

(*a*) that the control and execution of compulsion should be in the hands of the Revenue department and not in the hands of local body officials ; and

(*b*) that Government should take power to place a child in school irrespective of the circumstances of the parent and appoint welfare officers or similar type of staff to implement such a provision ?

[*Reference.*—D.P.I., page 2.]

Q. 3.—Is it agreed that a free midday meal should be provided for every poor child in every elementary school ?

[*Reference.*—D.P.I., page 3 (Board : Chapter VIII, paragraph 7, pages 54–55).]

Q. 4.—Is it agreed that no special steps need be taken in regard to pre-primary education ?

[*Reference.*—D.P.I., page 3 (Board : Chapter II, page 12).]

Q. 5.—Is it agreed that a special enquiry should be made to discover the numbers of physically and mentally handicapped children in the Province before a programme of advancement can be drawn up ?

[*Reference.*—D.P.I., page 3 (Board : Chapter IX, pages 61–66).]

SECONDARY EDUCATION—BOYS.

Q. 6.—Is it agreed—

(*a*) that the scheme of bifurcated courses already approved by Government should stand ;

(*b*) that in the artisan engineering courses the students should have some part of their training in factories, workshops, etc. ;

(*c*) that the bifurcated course in Agriculture may be made to lead to some form of Government service, if necessary, after a further diploma course in the Agricultural College ; and

(*d*) that it should be left entirely to the option of managements whether to introduce bifurcated courses or not except that it will be necessary for Government to see that all areas of the Province are given an opportunity to have bifurcated courses, particularly the Secretarial course which leads direct to Government employment ?

[*Reference.*—D.P.I., pages 3–4.]

Q. 7.—Is it agreed that in the scheme of expansion of boys' schools it should be ensured (*a*) that backward areas are provided with the same facilities as forward areas, and (*b*) that the needs of backward communities, and of communities who do not use the local language of the area (such as Muslims and certain sections of the Kanarese population), are taken into account ?

[*Reference.*—D.P.I., page 4 (Board : Chapter III, paragraph 4, page 17).]

Q. 8.—Is it agreed that there should be no restrictions imposed on the admission of pupils from primary schools to secondary schools ?

[*Reference.*—D.P.I., page 4 (Board : Chapter III, paragraphs 2 and 3, pages 15–17).]

Q. 9.—Is it agreed that in secondary schools particularly, and in all grades of institutions generally—

(*a*) provision for visual instruction should be increased, and educational institutions should have their own projectors and films ; and

(*b*) increased use should be made of the radio and broadcasting for general educational purposes ?

[*Reference.*—D.P.I., page 4.]

WOMEN'S EDUCATION.

Q. 10.—Is it agreed that special provision should be made for elementary schools for girls in all areas in which co-education is not fully possible ?

[*Reference.*—D.P.I., page 5 (Board : Introduction paragraph 6, page 3, Chapter I, paragraph 4, second sub-paragraph, page 8).]

Q. 11.—Is it agreed—

(*a*) that there should be an increase in the number of secondary schools for girls particularly in areas like the Ceded districts and the Telugu districts where very few girls' secondary schools exist ; and

(*b*) that the bifurcated courses suggested by the Director Public Instruction should be introduced in girls' high schools ?

[*Reference.*—D.P.I., page 5.]

time or money. Other wise it will be

166

Q. 12.—Is it agreed—

(*a*) that there should be a considerable increase in the number of Arts Colleges for women ;

(*b*) that more L.T. Colleges for women should be opened ; and

(*c*) that these institutions should be spread over areas hitherto unprovided with such institutions ?

[*Reference.*—D.P.I., page 5 (Board : Sub-paragraph 3 of paragraph 8 in Chapter IV at page 26).]

Education of Backward Communities.

Q. 13.—Is it agreed that the special measures and special concessions which are now in vogue in respect of the Muslims, Scheduled Classes and aboriginal and hill tribes should be continued ?

[*Reference.*—D.P I., pages 5–6.]

European Education.

Q. 14.—Is it agreed—

(*a*) that European education should come more and more into line with the general educational scheme of the Province ;

(*b*) that the aim should be so to strengthen European education as to make the boys and girls coming from European schools to be able, or more than as able, to make their way in all professions as members of other communities ;

(*c*) that the method of achieving these objects is to increase the permissible percentage of non-Europeans reading in European schools ;

(*d*) that without injuring vested interests or removing educational opportunities (a more extensive use of Article 159 of the Code of Regulations for European Schools being made than at present) the number of schools can be reduced and larger and better schools more economically maintained ;

(*e*) that in certain areas in the plains, where the school-going population of Anglo-Indians is very small and where the existing small European schools have no very distinctive characteristics of European education, the local community can usefully and profitably make use of the existing Indian schools ;

(*f*) that the bias to be given to technical and vocational training in the general educational plan should be applied to European education also ;

(*g*) that the teachers in European schools should have their due share in any general scheme of raising the status and pay of teachers ;

(*h*) that as a preliminary for an advance in European education a careful census should be taken so that no boy or girl should or can be left without adequate education ;

(*i*) that every boy and girl, no matter what their circumstances may be, should receive education up to the highest standard possible ;

(*j*) that some form of compulsion should be introduced so as considerably to prolong the school-life of the European child ; and

(*k*) that the Government should give financial assistance, where necessary, to enable students to go for higher education in Arts and Professional colleges ?

[*Reference.*—D.P.I., pages 6–8.]

University Education.

Q. 15.—Is it agreed that Universities should relate themselves much more directly with the development of industry by making increased provision—

(*a*) for engineering and technological instruction, and

(*b*) for research work, particularly research work connected with industry,

keeping in mind the possibilities of savings in expenditure and increase in efficiency by institutions in large cities like Madras having common laboratories and a considerable amount of inter-collegiate work ?

[*Reference.*—D.P.I., page 8 (Board : Chapter IV, pages 22–28).]

Q. 16.—Is it agreed—

(*a*) that when the universities launch out on a programme of providing technological and engineering institutions, it is necessary that the Government should give them considerably greater recurring and non-recurring financial assistance than in the past ; and

(*b*) that the scheme proposed by the Andhra University for the introduction of Marine Engineering and Aeronautical Engineering and by the Annamalai University for an Engineering College should be put forward urgently ?

[*Reference.*—D.P.I. page 8 (Board : Chapter IV, pages 22–28.]

Q. 17.—Is it agreed that the abolition of the Intermediate classes in the South Indian Universities and the establishment of a minimum three-year Graduate course is a measure of reform immediately needed ?

[*Reference.*—D.P.I., page 8 (Board : Chapter IV, paragraph 5, page 24).]

Training of Teachers.

Q. 18.—Is it agreed, in regard to mass education—

(*a*) that the aim should be the gradual replacement of higher elementary trained teachers by secondary grade trained teachers ;

(*b*) but that in view of the need for immediate expansion after the war higher elementary trained teachers should continue to be used ; and

(*c*) that the number of higher elementary and secondary training schools should be doubled ?

[*Reference.*—D.P.I., pages 2 and 9 (Board : Sub-paragraph 3, paragraph 4, Chapter I, page 8; Chapter VII, pages 47–52).]

Q. 19.—Is it agreed, in regard to Secondary education—

(*a*) that no large additions are required to the strength of men's L.T. Colleges ; and

(*b*) that for bifurcated courses for which there is at present no form of teachers' training, special training will have to be provided for teachers either in existing training schools or in separate training schools ?

[*Reference.*—D.P.I., page 9.]

Physical Education.

Q. 20.—Is it agreed—

(*a*) that the Adviser to Government on Physical Education should be continued, if possible, on a whole-time basis ;

(*b*) that the Woman Specialist in Physical Education should be continued ;

(*c*) that there should ultimately be one Physical Director for each district and six Physical Women Instructresses in the Province ; and

(*d*) that the output of Physical Training Instructors and Instructresses should be very largely increased as urgently as possible ?

[*Reference.*—D.P.I., page 10 (Board : Chapter VIII, paragraph 10, pages 55–56).]

Q. 21.—Is it agreed—

(*a*) that conditions of recognition must be so stiffened that schools with inadequate playgrounds cannot be permitted to exist ; and

(*b*) that in rural areas some small portion of land, which is usually available, should be definitely allotted to the elementary school for gardening and physical activities ?

[*Reference.*—D.P.I., page 10.]

Medical Inspection.

Q. 22.—It is agreed that the Universities should make medical inspection in colleges compulsory where this has not been already done ?

[*Reference.*—D.P.I., page 11.]

Q. 23.—Is it agreed—

(*a*) that with the medical aid available medical inspection can be made compulsory, and a medical inspection fee made compulsory, in secondary schools ;

(*b*) that the cost can be worked out at 12 annas for the first inspection and 6 annas for a repeat inspection ; and

(*c*) that in regard to aided institutions the arrangement may be that one-third of the cost of medical inspection is to be met by a special fee, one-third by the management and one-third by a grant from Government ?

[*Reference.*—D.P.I., page 11 (Board : Chapter VIII, paragraphs 1–6, pages 52–54).]

Q. 24.—Is it agreed—

(*a*) that the cost of medical inspection in elementary schools should be met entirely from public funds ;

(*b*) that pending the maturing of schemes of expansion of medical relief under the post-war development plan, inspection should be arranged for through rural and other medical practitioners where available and through a full-time departmental medical inspecting staff ; and

(*c*) that special provision is necessary for the inspection of girls over the age of 10 ?

[*Reference.*—D.P.I., page 11 (Board : Chapter VIII, paragraphs 1–6, pages 52–54).]

Adult Education.

Q. 25.—Is it agreed—

(*a*) that there is no need in this Province of any widespread scheme for making illiterate adults literate ; and

(*b*) that adult education (in the real sense) should be developed through University extension work, adult education centres with libraries, the regular educational institutions, and the use of the radio and the cinema ?

[*Reference.*—D.P.I., page 12 (Board : Chapter VI, pages 38–47).]

The Problem of the Returning Soldier.

Q. 26.—Is it agreed—

(*a*) that in all grades of institutions preference should be given to the returning soldier in the matter of employment, e.g., as teachers, physical instructors, instructors in technical subjects, pre-vocational instructors in higher elementary schools, and bifurcated courses in secondary schools—whenever he is suitably qualified though not actually technically qualified under the rules ;

(*b*) that special rates of pay or special starting salaries should be offered to the soldiers where necessary ; and

(*c*) that returning soldiers who are desirous of obtaining employment in educational and allied institutions, but cannot obtain it without special training, should be given every facility for being trained, completely free of cost, in agricultural, industrial, technical and teachers' training institutions and should be given a guarantee of preferential treatment in regard to employment ?

[*Reference.*—D.P.I., page 12.]

Q. 27.—Is it agreed—

(*a*) that the existing educational concessions for the children and dependants of serving soldiers should be continued and extended for as long a period as may be necessary to see that all such children get a complete education ; and

(*b*) that the recommendation of the Madras Soldiers' Board that all such children, when in need, should be given completely free boarding and lodging in hostels, should be accepted as early as possible and continued after the war ?

[*Reference.*—D.P.I., page 12.]

Q. 28.—Is it agreed that the orders in regard to Government institutions, directing priority to be given, in making admissions, to the children and dependants of serving soldiers, should be made applicable to non-Government institutions also ?

[*Reference.*—D.P.I., pages 12–13.]

Q. 29.—Is it agreed that preference in regard to employment should be given to the children and dependants of ex-service men after they have completed their education ?

[*Reference.*—D.P.I., page 13.]

Technical Education.

Q. 30.—Is it agreed—

(*a*) that there should be a considerable number of separate technical, industrial and trade schools to supplement the bifurcated classes in secondary schools ;

(*b*) that there should be a considerable number of advanced technical schools and diploma courses—the number to be estimated only after a survey of industrialization has been made ;

(*c*) that provision should be made for students who have taken technical subjects in the bifurcated school courses to proceed for further and more specialized technical training ;

(*d*) that provision should be made for those already in employment who wish to improve their qualification, by having part-time courses in addition to the ordinary courses ;

(*e*) that a diploma course in agriculture also may be instituted ;

(*f*) that the war-technicians training centres can, with adaptations, be used for the purposes of technical education, particularly for advanced technical training ; and

(*g*) that financial assistance by way of stipends and scholarships should be provided for technical schools and courses in the same manner as for general education in schools and colleges ?

[*Reference.*—D.P.I., page 13 (Board : Chapter V, pages 28–38).]

The Pay of the Teaching Profession.

Q. 31.—Is it agreed—

(*a*) that one of the major post-war educational reforms should be the improvement of teachers' salaries ;

(*b*) that every effort should be made to introduce the minimum scales suggested in the Report of the Central Advisory Board of Education ;

(*c*) that while lower elementary and higher elementary grade teachers continue to be employed, a minimum salary of Rs. 20 should be laid down for any class of teacher under any management ; and

(*d*) that the cost of the enhanced scales should, in the case of aided and local body schools, be borne by the Government to the extent the managements cannot be made to share it ?

[*Reference.*—D.P.I., page 13 (Board : Introduction, paragraph 4, page 3 ; Chapter I, paragraph 4, pages 8–9 ; Chapter III, paragraph 9, pages 19–21 ; Chapter V, paragraph 12, pages 34–35).]

Administration.

Q. 32.—Is it agreed—

(*a*) that the minimum salary of officers in the administrative branch and of officers in the School Assistants' cadre should be fixed at Rs. 100 ;

(*b*) that the minimum salary of members of the Subordinate Educational Service should be fixed at Rs. 150 ;

(*c*) that for the Provincial Service the minimum starting salary should be Rs. 250 ; and

(*d*) that there should be a Class I Educational Service with a scale of pay of Rs. 400—40—600—50—1,200 with a selection grade of Rs. 1,250—50—1,500, and Divisional Inspectors, Deputy Directors and Principals of first-grade colleges should be paid according to the selection grade scale of pay ?

[*Reference.*—D.P.I., page 16 (Board : Chapter XII, pages 72–76).]

Q. 33.—What is the agency by which the new institutions or courses contemplated by the proposals are to be opened, under

(*a*) Elementary schools ;

(*b*) Secondary schools ;

(*c*) Technical schools and higher technical institutions ; and

(*d*) Training institutions ?

[*Reference.*—Board : Chapter XII, pages 72–76.]

Q. 34.—Can the suggestion be agreed to, that, in order to meet the cost of the proposals, a special education poll-tax over and above the existing educational cesses may be levied ?

[*Reference.*—D.P.I., page 3 (Board : Conclusion, paragraphs 4 and 5, pages 77–78).]

Q. 35.—What would be a suitable period of time to adopt for the complete working-out of the proposals ?

[*Reference.*—Board : Conclusion, paragraph 2, pages 76–77.]

Q. 36.—What items of development should be put down for the first five years ?

[*Reference.*—Board : Conclusion, paragraphs 2 and 3, pages 76–77.]

GOVERNMENT OF MADRAS.
POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPARTMENT.

ASST. SECRETARY TO GOVERNMENT 7 - DEC 1944 EDUCATION AND PUBLIC HEALTH DEPT.

D.O. No. 977/44-8. Fort St.George, Madras, dated the 6th December 1944.

Dear Sir,

Post-War Reconstruction - Sub-Committee on Education - Proceedings.

57572

I am directed to enclose for your information a copy of the Proceedings of the meeting of the Post-War Reconstruction Sub-Committee on Education held on the 28th November 1944.

Yours faithfully,

D.I.R.Muir,
Secretary to Government.

To

Copy to E.&P.H. Dept.

Forwarded/by order/

Superintendent.

GOVERNMENT OF MADRAS.
Post-War Reconstruction (Co-ordination) Department.

Proceedings of the Education Sub Committee.
(Tuesday, the 28th November 1944.

Present.

1. Mr.T.Austin. (Chairman.)
2. " M.V.Subramanian. (Vice-Chairman & Secretary)
3. " D.I.R. Muir. (Convenor)
4. Sir Mevenel Statham.
5. Mr. C.K. Vijayaraghavan.
6. " C.H. Masterman.
7. Dr. D.W.Dodwell.
8. Rev. J. D' Souza.
9. Mrs. Mona Mensman.
10. " P. Parijatham Nayudu.
11. Sri K.Sitarama Reddiyar.
12. " R.Suryanarayana Rao.
13. Khan Sahib D. Abdul Rawoof Sahib.
14. Begum S. Mir Amiruddin.
15. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
16. Rao Bahadur K.V. Krishnaswami Ayyar.

The Sub Committee agreed to co-opt the following as members of the Sub Committee:-

(i) Khan Sahib Abdul Rawoof Sahib Bahadur.
(ii) Rev. H.A.Popley.
(iii) Miss De Souza.
(iv) Rao Bahadur P. Sivaraj.
(v) Begum S. Mir Amiruddin.
(vi) The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
(vii) Rao Bahadur K.V. Krishnaswami Ayyar.
(viii) Director of Industries & Commerce.
(ix) Mrs. M.N.Clubwala.
(x) Mr.M. Ruthnaswami.
(xi) Sri R.Suryanarayana Rao.

The Sub Committee took up for consideration the report on Educational Post-War Reconstruction in the Madras Province prepared by the Director of Public Instruction.

Mass Education.

1(a). It was agreed that compulsory education for both boys and girls in all communities should be introduced in all areas, in the first place from standards I to V, providing additional accommodation and staff to the extent necessary in areas already served by existing schools, and opening new schools in schoolless areas with sufficient population, and building them up to V Standard schools.

(b) It was agreed that, after the scheme for compulsory education upto V Standard had been completed, the furtner step should be taken of extending compulsion to the VI, VII and VIII Standards by stages.

2(a). The Committee decided that the enforcement of compulsory attendance should be the duty of the Education Department and not of Local Boards. The Committee decided to leave it to the Government to consider the best means of collecting the fines from recalcitrant parents.

(b) The Committee also decided that Welfare Officers should be appointed to implement compulsory attendance and that they should have legal powers to enable them to bring the children to school.

3. The Committee agreed that a free midday meal should be provided for every child whose parents were not able to afford to feed it sufficiently to allow it to benefit from education.

It was suggested that it might be possible to levy contributions in kind by way of local cess at harvest time, for the purpose of providing freemeals, but it was recognised that the process might be cumbersome and would throw a lot of work on the collecting agency.

4. It was agreed that no special steps need be taken in regard to pre-primary education.

The

The Committee noted that nursery schools may be attached to elementary schools under the existing rules. The Committee considered that, where creches are in existence, e.g. in factories, provision for proper instruction and supervision should be made.

5. It was agreed that a special enquiry should be made to discover the numbers of physically and mentally handicapped children in the Province before a programme of advancement could be drawn up.

Secondary Education - Boys.

6. It was agreed that in the scheme of expansion of boys' schools it should be ensured that
(a) backward areas should be provided with the same facilities as forward areas; and
(b) the needs of backward communities and of communities who did not use the local language of the area (such as Muslims and certain sections in the Kanarese population) were taken into account. A suggestion was made that a special staff should be appointed or expanded (where it was already in existence) to look after the special needs of backward communities.

7. The Sub Committee resolved that there should be no further restrictions imposed on the admission of pupils from primary schools.

8. It was agreed that in secondary schools particularly, and in all grades of institutions generally,
(a) a provision for visual instruction should be increased and educational institutions should have their own projectors and films, and
(b) increased use should be made of the radio and broadcasting for general educational purposes.

Women's education.

9. It was agreed that special provision should be made for elementary schools for girls in all areas in which co-education was not fully possible.

10. It was agreed that there should be an increase in the number of secondary schools for girls particularly in areas like the Ceded Districts and the Telugu districts where very few girls' secondary schools exist.

11. It was agreed
(a) that there should be a considerable increase in the number of Arts Colleges for women;
(b) that more L.T. Colleges for women should be opened; and
(c) that these institutions should be spread over areas hitherto unprovided with such institutions.

Education of backward communities.

12. It was agreed that the special measures and special concessions which were now in vogue in respect of the Muslims, Scheduled Classes and aboriginal and hill tribes should be continued and increased.

Anglo-Indian and European Education.

13. It was agreed
(a) that Anglo-Indian and European education should come more and more into line with the general educational scheme of the Province;
(b) that the aim should be so to strengthen Anglo-Indian and European education as to make the boys and girls coming from such schools at least as able as members of other communities to make their way in all professions.
(c) that one method of achieving these objects was to increase the permissible percentage of non-Europeans reading in Anglo-Indian and European schools;

(d)

injuring vested interests or removing educational
more extensive use of Article 155 of the Code of Regula-
schools being made than at present) the number of schools
and larger and better schools more economically maintained
plans

tain areas in the [illegible] where the school-going popula-
is very small and where the existing small European schools
istinctive characteristics of European education, the local
d usefully and profitably make use of the existing Indian

he bias to be given to technical and vocational training
eral educational plan should be applied to European education

that the teachers in Anglo-Indian and European schools should have
r due share in any general scheme of raising the status and pay of
hers;

) that as a preliminary for an advance in European education a
reful census should be taken so that no boy or girl was left without
quate education;

(i) that every boy or girl, no matter what their circumstances might be,
ould receive education up to the highest standard possible;

(j) that some form of compulsion should be introduced so as considerably
o prolong the school-life of the Anglo-Indian and European child; and

(k) that the Government should give financial assistance, where necessary,
to enable students to go on to higher education in Arts and Professional
olleges.

Training of teachers.

14. It was agreed in regard to mass education,
(a) that the aim should be the gradual replacement of higher elementary trained teachers by secondary grade trained teachers;

(b) but that, in view of the need for immediate expansion after the war, higher elementary trained teachers should continue to be used; and

(c) that the number of higher elementary and secondary training schools should be doubled.

15. With regard to secondary education, it was agreed that no large additions were required to the strength of men's L.T. Colleges.

Physical Education.

16. The Committee agreed
(a) that the Adviser to Government on Physical Education should be continued, if possible, on a whole-time basis;

(b) that the Woman Specialist in Physical Education should be continued

(c) that there should ultimately be one Physical Director for each district and six Physical Women Instructresses in the Provinces;

(d) that the output of Physical Training Instructors and Instructresses should be very largely increased as soon as possible; and

(e) that a special cadre of teachers of Physical Education should be formed with increased pay.

17. The Committee accepted the proposal ached to
(a) that conditions of recognition of schools shou considered
stress on the provision of adequate playgrounds; and vision for
(b) that in rural areas some small portion of land, to discover
available, should be definitely allotted to the element the
gardening and physical activities.

Medical Inspection.

18. The Committee agreed that the Universities shou
inspection incolleges compulsor, where this had not been a

19. It was agreed chools
(a) that in secondary schools with the ~~xxxxx~~ medical aid a
medical inspection and a medical inspection fee can be made co

(b) that the cost can be worked out at 12 annas for the first ins
and 6 annas for a repeat inspection; and

(c) that in regard to aided institutions, the arrangement may be th
one-third of the cost of medical inspection is to be met by a special
fee, one-third by the management and one-third by a grant from Goverr

20. It was agreed
(a) that the cost of medical inspection in elementary schools shou
be met entirely from public funds;

(b) that pending the maturing of schemes of expansion of medical rel
under the post-war development plan, inspection should be arranged for
through rural and other medical practitioners where available, and throu
a full-time departmental medical inspecting staff; and

(c) that special provision was necessary for the inspection of girls
over the age of 10.

Adult Education.

21. The Sub Committee resolved that there was need in this
province for giving further encouragement to existing institutions for
carrying out schemes for making illiterate adults literate; and

(b) that adult education (in the real sense) should be developed
through University extension work, adult education centres with librarie
the regular educational institutions and the use of the radio and the
cinema.

(c) The Committee also suggested the introduction of a Library act
in the Province and the issue of departmental bulletins in different
languages with the object of maintaining literacy.

The problem of the returning soldier.

22. The Committee resolved
(a) that in all grades of institutions preference should be given to
the returning soldier in the matter of employment, e.g., as teachers,
physical instructors, instructors in technical subjects, pre-vocational
instructors in higher elementary schools and bifurcated courses in
secondary schools - whenever he is suitably qualified though not techni-
cally qualified under the rules;

(b) that special starting salaries, ~~xxx~~ within the scales then
existing, should be offered to the soldiers, where necessary; and
(c) that returning soldiers who were desirous of obtaining employment
educational and allied institutions but could not obtain it without
least technical training, should be given every facility for being trained,
all
(c)
gen
Eur

completely

completely free of cost, in agricultural, industrial, technical and teachers' training institutions and should be given a guarantee of preferential treatment in regard to employment.

23. The Sub Committee agreed
(a) that the existing educational concessions for the children and dependants of serving soldiers should be continued and extended for as long as a period as might be necessary to see that all such children got a complete education; and

(b) that all such children and dependants, when in need as decided by the Educational authorities, should be given completely free boarding and lodging in hostels and the Government should bear the cost where private institutions were not able to bear it. Such concessions should not, ordinarily, be given to pupils who could continue their education while living at home.

24. The Sub Committee decided that there was no need to give preference in regard to employment to the children and dependants of ex-service men after they had completed their education.

The pay of the teaching profession.

25. The Sub Committee Agreed
(a) that one of the major post-war educational reforms should be the improvement of teachers' salaries;

(b) that every effort should be made to introduce the minimum scales suggested in the report of the Central Advisory Board of Education;

(c) that while lower elementary and higher elementary grade teachers continued to be employed, a minimum salary of Rs.20/- should be laid down for any class of teacher under any management; and

(d) that the cost of the enhanced scales should, in the case of aided or local body schools, be borne by the Government to the extent the managements could not be made to share it. The Sub Committee were, however, of the ~~xxx~~ opinion that the managements must not be allowed to evade their responsibility in the matter and that some way must be devised to compel all managements, which were in a position to do so, to pay the minimum salary laid down without Government subsidies.

Administration.

26. The Sub Committee agreed
(a) that the minimum salary of officers in the administrative branch and of officers in the School Assistants' cadre should be fixed at ~~xxxxx~~ Rs.100/;

(b) that the minimum salary of members of the Subordinate Educational Service in the Collegiate branch should be fixed at Rs.150;

(c) that for the Provincial Service the minimum starting salary should be Rs.250; and

(d) that there should be a Class I Educational Service with a scale of pay of Rs.400-40-600-50-1200 with a selection grade of Rs.1,250-50-1,500, and Divisional Inspectors, Deputy Directors and Principals of first-grade colleges should be paid according to the selection grade scale of pay.

Diwan Bahadur Sir Ramunni Menon desired to put on record that, in his opinion, senior professors should also be graded under Class I.

27. The Sub Committee decided th t all the existing agencies would have to be made use of to the fullest extent in opening the new institutions and courses contemplated by the proposals under 'elementary schools'. The Government might have to open schools themselves when other agencies were not available. The Committee rejected the proposal that existing elementary schools from Standards I to V should ll be taken over by the Government. As regards the new Secondary schools and Training institutions, the Committee decided that for these too, all the existing agencies should be utilised and Government might open schools where other agencies were not available.

28. The Sub Committee rejected the suggestion that, in order to meet the cost of the proposals, a special education poll-tax over and above the existing educational cesses should be levied. They agreed, however, that some suitable form of provincial taxation should be imposed.

29. The Committee considered that the proposals for compulsory attendance should be carried out within ten years; but they decided to leave for further consideration the question of the period of time within which the remaining proposals could be carried out.

30. The Committee resolved that the following items of develop should be included in the plan for the first five years:-

(i) Compulsory attendance up to Standard V, including the provision of mid-day meals and the proposals for the increased output of teachers.

(ii) The enhancement of pay to teachers in Government and non-Government schools and the enhancement of the pay of the officers of the Educational Department.

(iii) An immediate increase in the provision of technical education in ll institutions.

The question of priorities will be discussed further at the next meeting.

31. All questions relating to Universities and Technical Education were adjourned so that the Committee might have the benefit of the views of the members most concerned, who were unable to be present.

The next meeting will take place on December 19th, at ~~xxx~~ 10.30 A.M.

T. Austin,
Chairman.

D. O. No. 27684-27 dated 6.12.44

Dear Suryanarayana Rao,

Post-War Educational Reconstruction.

I am desired to acknowledge the receipt of your letter of the 1st December, addressed to Mr. Austin, in which you have suggested, inter alia, that the note of the Commissioner of Labour on the educational activities of his Department might be discussed at the next meeting of the Education Sub-Committee.

2. One of the decisions of the Sub-Committee at its last meeting was that the special concessions and special measures which are now in vogue in respect of the Scheduled classes and the aboriginal and hill tribes should be continued and increased. The detailed proposals in the Commissioner's note will be useful in implementing these decisions. They will have to be worked into the First 5-Year Plan or into the later stages of the Plan, according as to how they will stand in respect of the general decision about priorities. A copy of the report is being sent to the D.P.I. to be dealt with accordingly. (The Commissioner's proposals may also have to be considered in the administrative department of the Secretariat, viz., the Public Works Department). If you propose to get ready a separate note on the education of the aboriginal and hill tribes, you may send the note to the D.P.I. to be dealt with in the same manner as the Commissioner's note referred to above. In these circumstances, Mr. Austin does not consider it essential that these matters should be considered specifically by the Sub-Committee at its next meeting.

3. Copies of the Proceedings of the first meeting of the Education Sub-Committee have presumably been circulated to all the Committee members by this time. According to the usual procedure, it is open

to any member of the Committee to put in a minute on any relevant topic or topics. You may therefore add such minute as you may consider necessary in regard to the pay of teachers.

4. I am to add that, as proposed by you, "Youth Welfare" will be included ~~to~~ in the agenda for the next meeting. you may send a copy of the note referred to by you for the information of Govt. Yours sincerely,

6.12.44 6/12/44

To Sri R.Suryanarayana Rao,
20, Edward Elliot Rd., Mylapore.

Copy to the Commr. of Labour, w.r.t. his D.O.No.A2-7329/44, dated 27-11-44.

Copy to the P.W.D., w.r.t. its U.O.Note No.8081-H/44-1, dated 4-12-44.

D.O. No. 2768 A-29 dated 6.12.44

Dear Sir Meverel,

Post-War Educational Reconstruction. — Education of the scheduled classes & aboriginal hill tribes

Subsequent to the first meeting of the Education Sub-Committee, two communications have been received about the education of the Scheduled classes and the aboriginal and hill tribes -

(1) a note on the subject from the Commr. of Labour, and

(2) a letter from Mr. R.Suryanarayana Rao.

I am to forward a copy of each of these, together with a reply which I am sending to Mr. Suryanarayana Rao, with the request that the matter may be dealt with as indicated in para 2 of my letter to Mr. Suryanarayana Rao.

Yours sincerely,

6.12.44 6/12/44

Sir R.M.Statham, MA, CIE, IES, D.P.I. (with encl.)

179/90

Education and Public Health Department.

D.O. 2768 A-29 Fort St. George, 6th Decr. 1944.

Dear Mr. Adyanthaya,

Mr. Austin desires that the report of the Special Committee which is considering Technical Education should be got ready expeditiously so that copies may be circulated to the members of the Education Sub-Committee of the Post-War Reconstruction Committee as far in advance as possible before the Sub-Committee meets on the 19th December. I am, therefore, to request you to give me an indication of the date when the report can be expected. Allowance should be made for taking copies in the Secretariat and also for the normal time

-2-

required for postal communication in the case of mufassal members who will be leaving their stations one or two days before the 19th to attend the Sub-Committee meeting.

Yours sincerely,

(o/c.)

6-12-44

Sri Rao Bahadur N.M.Adyanthaya, B.Sc.(Edin),
Joint Director of Industries and
Commerce.

No.G.T.41/19/4/2.

General Manager's Office,
S.I.Railway, Trichinopoly,
7th December, 1944.

The Secretary to the
Government of Madras,
Education & Public Health Department,
Fort St. George, Madras.

ASST. SECRETARY TO GOVERNMENT
9 - DEC 1944
EDUCATION AND PUBLIC HEALTH DEPT.

57869

Accommodation for Rev. H.A.Popley, Member of a Committee appointed by the Government of Madras.
Your letter No.2768 A-21 dated 2-12-1944.

Accommodation from intermediate stations cannot be guaranteed. The Chief Transportation Superintendent of this Railway is however being asked to issue instructions to the Station Master, Erode Jn., to afford all possible assistance to Rev. H.A.Popley in securing accommodation for his journey to Madras to attend the meeting of the Committee.

for General Manager.

Copy forwarded to Rev. H.A.Popley, Principal, L.M.C. Training School, Erode, for information with reference to the Madras Government letter quoted above, a copy of which has been endorsed to him. He will please intimate the date of his journey to the Station Master, Erode Junction.

and that I may be appointed in any one of the same.

I beg to state that I am a big family man and that I may be given a chance as there is none to protect the same.

I beg to Remain,
your most obedient servant,
U.P. Panickan.

(1189)

Joint Director of Industries and Commerce,
Chepauk, Madras, 11th December 1944.

Dear Mr. Subramaniam,

58190

With reference to your D.O.No.2768-A/28 dated 6th December 1944, I am to say that the Special Committee on Technical Education has concluded its sittings and their final Report will be submitted to Government on the 13th evening or on the 14th morning at the latest.

The receipt of the report may be awaited till 14th 12th

Yours sincerely,

M.V. Subramaniam, Esq., I.C.S.,
Secretary to Government,
Education and Public Health Department.

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"MASCOT VILLE"
20. EDWARD ELLIOT ROAD.
MYLAPORE, P O., MADRAS.

December, 11, 1944.

Dear Mr. Subramanyam,

Thank you very much for your D.O.No. 2768A-27 dated 6th December, 1944. As desired, I am sending the note on Youth Welfare. It is just possible you may also receive a copy of the same from the New India Planning Group.

I note what you say regarding my minute on the salary of teachers. I hope to sumbit it in a day or two.

Yours sincerely,
Ramanamyanarao

58205

V.M.Subramanyam, Esq., I.C.S.,
Secretary to Government,
Education and Public Health Department,
Fort St.George.

REPORT ON YOUTH WELFARE

I. NEED FOR A YOUTH MOVEMENT (94)

(a) YOUTH AND SOCIETY: Every stage of life has its own problems. In the life increasing complexity of social/and relationships organisation and forethought are necessary to deal with them successfully. Not the least important of such stages is the period broadly described as "youth". More precisely, the ages with which a "youth welfare" movement is generally concerned, are those between the ages of 12 and 19 "the critical years of adolescence". Up to the age of puberty the child lives mainly in the family and his attitudes are mostly shaped by the emotional and intellectual traditions which prevail there. In the period of adolescence he makes his first contacts with the neighbourhood, the community and certain spheres of public life. An overwhelmingly important feature of this period is that human beings attain at some time during these ages their physical and mental maturity, growth is so rapid that it might be likened to a revolution. And as in all revolutionary changes, emotional stresses are accompanied by vague longings and ~~vager~~ vaguer ideals; rapidly increasing energies and abilities seek outlets without knowing where to find them. When longings and ideals are not given definite direction or cannot be defined, when outlets cannot be found for their overflowing energies, feelings of frustration and embitterment follow; and the young adolescent become subject to unhealthy introspection, variable and irritable moods or mischievous and destructive activities. Nor can we neglect this as merely a passing phase. Any damage done to the body or to the mind at this stage is bound to leave a lasting mark and society will be burdened with a group of persons whose permanent attitudes will be warped and distorted. There is also another aspect of the stage of adolescence which concerns society; not only is it a critical period when a hostile attitude to society is apt to develop, but it is also the stage when the co-operative spirit and the attitudes underlying it are most easily acquired by making use of the gang instinct of youth. In the words of the sociologist Karl Mannheim it is here that man learns to understand the self-regulating powers of spontaneous group ~~nf~~ life and the spirit of solidarity, and if there is repression of the craving for communal experience in adolescence when it is ~~xkrag~~ strongest, it will at a later stage lead to an exaggerated competitiveness.

This problem has a world-wide significance and there is therefore today a widespread appreciation of the need for youth-welfare movements. It does not however take the same shape in every country. In England, for instance, all children are complusorily at school up to 14 and they are brought into registers for employment at the age of 16, with possible, if not certain, employment at 18. The problem of the Youth Welfare Movement is, in that country, visualised as one of

bridging the unorganised gap between these ages - namely 16 to 18. In our country on the other hand, education has not progressed anywhere near this stage. The number of children who do not get even an elementary schooling is an enormous majority. Nor is there any machinery which seeks to study or help those who remain unemployed after 18. The problem here in India is, therefore, all the more complicated and on a vaster scale.

(b) YOUTH IN MADRAS CITY: In this city there is a very large adolescent population of which a certain proportion is in the secondary schools where they come under some form of control and guidance. It is not without significance however that there are scores of sporadic youth clubs all over the city, their membership made up largely of secondary school boys and young collage youths, evanescent ~~evaescent~~ in many cases, but continually coming into existence. These groups form out of the needs of the boys - partly the need for particular activities (cricket Clubs, hockey clubs, debating and literary societies) and partly a need arising out of the gang instinct which is very strong in this stage of development. Such a widespread tendency may spring from more than one cause; it may be a sign that the secondary schools have not yet realised their full responsibilities in meeting the needs of adolescent youth; it may also be a sign of the pull of the regional influence, that is to say, a common interest binding youth together within a locality. It is certainly evidence of an outward expression of the needs of the youth.

The greater part however of the adolescent population belong to the under-privileged classes, who cannot afford what is called "higher education" and who are unattached to any educational organisation. For the youth of the working classes in Madras City, and especially the boys who are outside school and full-time occupation, there is no such control and guidance. They lack the steadying influence of full time work in school, or the self-respect and importance that comes from being full-time wage-earners. We may divide this "under-privileged" adolescent population into certain large groups:-

(i) There are a large number of boys who are only part-time employees or who, unemployed most of the time, pick up odd jobs now and again. The older members of the family can do very little for them being full-time workers themselves and besides they do not understand the needs and opportunities of the new generation. The most they can do is to insist on their sons getting paid work of some kind. Meanwhile, these boys with so much of time on their hands, living in a city where they see others of their own

class in society earning ans spending more than they themselves, are in the danger of growing up into sulky and disappointed young men. Unskilled artisans, they yet have no opportunity to train themselves in any way which would help them to earn a man's wage when they are older. They hang about the streets in idle groups, stripping the bark off trees, following advertisement trolleys, sometimes doing nothing at all, at other times upto some mischief or other. Their strongest instinct is the group instinct, and they will be seen joining any crowd. It is imperative to get them together, to interest them in games and other physical activities, to help them to overcome remediable defects which often prevent them from becoming apprentices to tailors or shop keepers, to plan the best possible future for them according to their capacities and to the conditions in which they live.

(ii) There is another class of boys who early in life are compelled to work for the greater part of the day in surroundings which are least conducive to their physical, mental and moral growth. They are more fortunate perhaps than the group above in that they are learning a trade and can, if they survive, look forward to becoming full-time wage-earners in time. But the law controlling the conditions under which they may work is very defective, and there are groups of young workers which the Factory Act and the Emlpoyment of Children Act do not touch at all. The result is that even children below 12 years of age can be employed in the many varieties of work which are not scheduled in the Emlpoyment of Children Act, as for example, shops, domestic service and tailoring establishments where the conditions under which they work are not regulated by any law. In the latter case payment is made by piece-work and children sometimes work day and night without any restriction at all. Attempts made to bring tailoring under the schedule of Section 3 of the Employment of Children Act have been of no avail. The law regulating the employment of age group 12 to 15 only prevents them working in any occupation connected with the transport of passengers, goods or mails, while the law regulating the employment of the age group 15 to 17 touches only those in factories. It is evident therefore that there are a great many occupations in which children and adolescents are employed in which the conditions of work come under no control whatsoever. Even domestic service is not free from its worries and miseries to the children employed therein, for few employers provide facilities for education and recreation and the children often have to drudge from morning till night with little rest. In the occupations other than domestic service they do not even get enough to eat, their earnings bear no relation to the work turned out and they are often employed in processes which affect their health. They become easy victims to

all kinds of diseases, and what the effect of all this on national health can be better imagined than described.

(iii) The third group is the most fortunate, boys in regular employment, and with money to spend, yet they too have their special difficulties and needs. They may have a limited amount of surplus physical energy, but there is a great need of "toning-up" after unaccustomed working conditions: they have little experience of self-direction but an enhanced idea of their rights as wage-earners. Their needs become particularly evident where large number of adolescents are employed together, as happens in a factory. Welfare Workers tell us that these boys need a steadying influence in their leisure time, for they tend to herd together in irresponsible gangs, and break away from the control of their families. Welfare schemes in factories, therefore, always include the provision of clubs and many activities for their adolescent workers; but only those who live near their work can make use of them. Those workers living a little distance away need this provision just as much and it should be given to them in the vicinity of their homes.

(iv) There is another group composed of homeless boys who may be observed in large numbers in our cities, otherwise known as the Street Boy. Some of these boys have no parents; a good many of them, though they have parents, have no homes. In many cases, when a home is broken up for some reason or other, the boys are left to shift for themselves. They live on the shop verandahs and eat whatever they can get from the plantain leaves thrown into the dustbins from the hotels. Sometimes they earn a few annas by carrying baskets for those who go shopping, or by selling newspapers, or by begging. What they earn in this way is usually spent in smoking beedies and buying such other things which they have to buy. If they do not get anything to eat from the hotel dustbins they spend a few pies to buy two or three handful of ready-mixed rice and curry from professional food vendors to be found here and there on the pavements in the city. The Madras Y.M.C.A has a group of about 50 boys of this type in its care in the evenings. They play games and afterwards spend about an hour with a couple of teachers who teach them to read and write. The Association is now engaged in trying to arrange for a night meal for these boys on a payment of six pies per head. If the problem is to be tackled seriously, other factors must be considered also, e.g. the provision for night-lodging and for employment, as well as guidance in their leisure activities. This group, therefore, presents a special problem in itself and one requiring careful investigation and study before a proper solution can be found.

(v) Then there are the girls. One tends to think at first that the adolescent

girl, in Hindu and Muslim society particularly, presents no problem, for it is the custom to keep girls at home closely sheltered after they have reached the age of puperty. But compulsory education for gilrs is making this more difficult, for many of them miss the daily companionship with girls of their own age after 5 or more years of school-life, and it is becoming increasingly difficult to marry the girls off quickly. Welfare schemes in industry have long realised the need to make provision for leisure activities for the girls and women in the homes of their workers (as the Village Welfare centres around the mills in Perambur testify) and the Welfare workers tell us that by providing such activities and interests the homes have become happier places and the women less quarrelsome. In the kuppams the young girls of the under-priviliged class have a great deal of leisure and freedom, which is spent in doing nothing at all. There is a tremendous excitement and crowding over any local event - a festival or a funeral - and people will wait for hours to see any 'free' show, even a propaganda film. A Social Worker in the kuppams tells us that the great interest of these young girls is to keep themselves clean and smart. She enquired of many types - domestic servants, vegetable sellers and casual workers- what they would like if they could have a little club of their own, and the most commonly expressed desire was for a mirror and a place where they could have a bath. (This is not to be wondered at when we remember that in these kuppams there is seldom more than one tap for every 50 households and the water in that is turned off for long periods in the course of the day.) They want also to learn things and to be amused, and it is most significant that they want to do things in groups, not singly. It has been found that where a few lead in any activity, a crowd will follow- even if it is for a wash and a scrub, or the application of an ointment for scabies. But they shrink from any proposal (even after the offer of scholarship) to a single person.

Meanwhile hundreds of children are leaving the elementary schools of this city every year and the problem of their welfare is becoming increasingly serious. It has been computed that in 1931 there were over 50,000 "unattached" adolescents, between the ages of 14 and 19 in the City of Madras; boys and girls whose education had ceased completely and for whom there were, practically speaking, no night schools, no organised recreational facilities, no preparation for citizenship, direction and guidance in their most difficult and formative stage of youth. What, therefore, is needed is to bring these young people together into centres in their leisure time where under the care of trained leaders the natural energy and enthusiasm of adolescence can be looked after and directed into channels which will serve as a special preparation for the duties, obligations and work of adults.

II THE FUNCTION AND ORGANISATION OF YOUTH-CENTRES: Experience has established the effectiveness of youth clubs as a means of leading boys and girls to an interest in a multitude of educational pursuits. It must be emphasised that the club movement is potentially something far greater than it is today, and out of the methods with which it is experimenting will emerge a technique more suited for the education of the adolescent than anything now in practice in our schools. The psychologist tells us that a company of youths of a particular age cannot be treated entirely as a homogeneous group because of the variations in ages in which the characteristic traits of adolescence appear. This explains why methods must vary with individual members of an adolescent group. Moreover, intellectual interests and hobbies in adolescence are very unstable and allowance has to be made to experiment in varied activities. The Youth Club sets out to provide these varied activities and experience.

The first objective of the youth centre would be mainly recreational in order to make the necessary contact with adolescence. Once however the club gets going by providing a variety of practical activities arising out of the interests of its members, other objectives become possible. For example, it should later on provide opportunity for experience in self-government and thus contribute for training in citizenship. It should also become an instrument for education, not only in the sense of providing facilities for the extension of knowledge, but also in the development of personality by guiding emotional growth. Linked up with the home and the community it should develop a realisation of the individual's relations to both and a desire for practical service.

The centre would be open all day and every day in the week, depending on the needs of its members, for it is anticipated that the free time of different groups would vary greatly. Membership would be open to all adolescents, irrespective of income groups, who were not on the roll of any educational institution, and to girls as well as boys where the need was expressed- although it is suggested their activities should be held at different times of the day. Membership would involve a small nominal subscription, as it has been found that this tends to enhance the value of the services rendered.

The planned activities would be in the nature of (a) physical and recreational (athletics and games including indoor) (b) camping, (c) cultural (music and drama and literature) and (d) instructional courses. Hobbies would be encouraged. Medical care should be provided through the advisory services of a doctor and the centre would be linked up with the employment bureaux.

The centre with a maximum membership of 300 would be in charge of a full-time youth leader, and the voluntary services of interested adults would be drawn upon extensively - although it might be necessary occasionally to pay persons for specialised courses. Its headquarters would be in a small building of its own, but arrangements would have to be made for the use also of a neighbouring school and its playgrounds whenever it was free.

The probable expenditure for a Youth Centre for 250 members in Madras has been worked out approximately as follows:-

INITIAL.		RECURRING.	per month.
Furniture:		Salary of organiser (S. 125/- to 150/-)	Rs 150/-
Chairs, tables, mats, cupboards for classes, meetings and office,	Rs. 250/-	Rent and lighting,	60/-
		Remuneration to Medical Adviser	50/-
Equipment		Remuneration to teachers giving courses,	50/-
(a) Intellectual Activities:		Pay of peon and Sweeper	30/-
1. Books from a Central circulating library,	50/-	Papers etc.,	10/-
2. Class books and charts,	100/-	Contingencies,	10/-
3. Wireless,	325/-	Stationery,	10/-
(b) Games- Volleyball, football, indigenous games, boxing, ping-pong,	500/-		
HEALTH - First Aid Box.	150/-		
	Rs 1375/-		Rs 370/-

The distribution of centres would depend upon the composition of the adolescent population in different areas in the city, and this it has not been possible to determine. It is suggested that the A.R.P. Divisions might be asked to investigate this within their several areas and that the distribution could be worked out accordingly. The minimum might be one Youth centre for every A.R.P. Division which would mean at least 24 centres altogether.

III. DIRECTION AND CONTROL: Once it is accepted that the function of a Youth Welfare Scheme is protective and preservative of youth, that owing to the rapidly changing conditions such as loosening of family compulsions etc., society must make itself responsible for this preparatory training for the responsibilities for adulthood, then it follows that the funds must ultimately come from the State. This has been accepted in other countries. In England for example the Board of Education undertakes a direct responsibility for Youth Welfare and authorises the expenditure from public funds by the local educational bodies on youth welfare schemes within the area, which schemes are planned and carried out by a specially formed Youth Council with representation from both official and non-official bodies. It will be seen therefore, in this case that the direction of the movement is not solely in the hands of the State.

The problem of direction is a controversial one, for some feel that the Government must assume control if the expenditure is met from public funds. The danger here is of the possibility of intervention by the State for its own ends, with such results as we have seen in Italy and Germany. Therefore, there must be a clear statement of the aims of the Youth Movement. It is suggested that the Youth Movement must address itself to the fundamental needs of youth. Its total objective should be to develop an atmosphere in which the real needs of adolescent youth can find expression and be as fully met as possible. These needs are simple or mechanistic. They are the result of the correlation, between self and its contradiction on the one hand and reality on the other. If these were kept in mind the smaller objectives such as Citizenship, personality, social service will be looked after.

The crucial point in practice is the expression of this End in organisational terms. Who is to determine the ~~ethos~~ of the Youth movement, the needs of the youth and the demand ~~for~~ from Reality? It is clear that no State is possessed of the necessary equipment or of the disinterested motives to enable it to make judgments on these issues, and it would be dangerous to give the State the power to make this judgment. On the other hand, voluntary organisation, while forming an ~~xxxxxxx~~ integral part of any Youth Movement providing its inspiration from varying points of view and acting as a break to deadening uniformities, cannot be left to themselves to make decisions on those issues. Thus the direction of the youth movement should be in the hands of an expert body supported, but not controlled by the State, and drawing its members from, but not merely federating, the voluntary organisations.

IV. TRAINING OF YOUTH LEADERS OR YOUTH GUIDES: The most important factor in the success of these Youth Clubs is that of leadership. Voluntary leaders, part-time leaders and full-time paid leaders are all required in numbers, and the most important is the full-time paid leader or organiser, who, it goes without saying, should be a person of principle. Training is essential, although it may not be practicable to make it compulsory in the immediate future. The qualifications required have been carefully considered elsewhere and it may be useful to quote from the McNair Report on "the Training of Teachers and Youth Leaders" published in England in May, 1944. "At the time of his first appointment to a post, it is suggested that the Youth leader should have achieved a fairly high standard in some field of knowledge or in some craft of his own choosing. He should have a good working

knowledge of the elements of citizenship. He should possess considerable understanding of the psychology of young people and their individual, social and industrial background, as well as a genuine interest in one or more of the many activities in which ypung people freely engage, such as music, drama, crafts of all kinds, gymnastics, games and so on. It is essential too, that he should have some experience of actual work with young people, including what is involved in the organization and business management of groups, clubs or institutions. Most important of all, he must be the kind of man whose personality is acceptable to young people and who has genuine sense of vocation for his work."

There have been no courses of systematic training in India except the Y.M.C.A. The Tata Institute of Social Studies which trains welfare workers and which might be expected to give guidance in the matter has not yet considered the question. It is possible that something useful could be devised with the co-operation of the ~~xxxxxx~~ various educational institutions in the City, for example the Physical Training certificate at the College of Physical Culture might be combined with a course of practical work under the probation officer of the Children's Aid Society. What is immediately required is the setting up of some form of organisation to conduct experiments in the training of Youth Leaders for India. In England the Carnegie United Kingdom Trust has provided grants for initiating such an experiment conducted during the last 3 years and this includes stipends for trainees. There could be no more fruitful field for philanthropic millionaires in the Presidency and it is recommended that if such a trust could be formed in Madras it could make a beginning by giving a grant to the Y.M.C.A for developing their training of club leaders for a period of 3 years, and to any other agency which can come forward with a practical scheme for experiment.

The University of Madras might be approached to provide a Diploma in Youth Service like Durham University in England since ~~xxx~~ this could be one of the best means of ensuring the success of its schemes for extra-mural adult education.

V IMMEDIATE RECOMMENDATIONS:

(i) That a Youth Council for Madras City be set up as soon as possible, with representation from the two Government Departments of Education and Labour, from the Corporation, from the University and from those voluntary associations now conducting Youth Clubs, to initiate and direct a Youth Movement for the City and whose business it would be to watch over the interests of all groups of adolescents.

(ii) That the function of such a Council should be to interest public opinion, to plan the policy and find the funds, to explore the possibilities of training for

Youth Leaders, to make recommendations in regard to legislation controlling employment of youth, and to direct through its local committees Youth Centres in the City.

(iii) That an experimental Youth Centre for unattached adolescents on the lines suggested above should be started as soon as possible.

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G.F. 32.

Department

From (Name) Sri Rao Bahadur N.M. Adyanthaya, B.Sc., (Edin.),
Designation Joint Director of Industries and Commerce,
Station Chepauk, Madras.

Received Registered

To
The Secretary to Government,
Education and Public Health Department, Madras.

Enclosures:

No, dated 13th December 1944.

Sir,

Sub: Postwar Reconstruction - Education Sub Committee Special Committee on Technical Education - Report

I am to enclose herewith the report (in original, plus one copy) of the Special Committee on Technical Education appointed under the orders of the Second Adviser to His Excellency the Governor on 2nd December 1944.

I have the honour to be,
Sir,
Your most obedient servant,
Joint Director of Industries and Commerce & Secretary, Special Committee.

ASST. SECRETARY TO GOVERNMENT :: 14 DEC 1944 :: EDUCATION AND PUBLIC HEALTH DEPT.

ASSTT. SECY. TO GOVT. EDN. AND P. H. DEPT. 1944

Ed P.K.

The subject is to be discussed at the Ed 2 Sub-committee meeting on 19.12.44. Report is hereby printed & copies will be circulated to Sub-committee members tomorrow. A2 may kindly peruse the report & 19.12.44 S/ 19/12/44 A2.

Sent to Press for printing

REPORT OF THE SPECIAL COMMITTEE ON TECHNICAL EDUCATION.

CHAPTER I.

Introduction.—The Special Committee was appointed under the orders of the Second Adviser to His Excellency the Governor on 2nd December 1944. The Committee was composed of the following members :—

(1) Sir Meverel Statham, M.A., C.I.E., I.E.S., Director of Public Instruction, Madras—*Chairman*; (2) Sir Henry Howard, C.I.E., Consulting Electrical Engineer to Government, Madras; (3) Mr. A. Khaleeli, I.C.S., Director of Industries and Commerce, Madras; (4) Rao Bahadur Dr. B. Viswanath, C.I.E., Director of Agriculture, Madras; (5) Mr. V. Ramakrishna, M.A., I.C.S., Chairman, National Srevice Labour Tribunal, Madras; (6) Mr. E. H. Chave, C.I.E., Chief Engineer, P.W.D. (General, Buildings and Defence), Madras; (7) Rao Bahadur N. Govindaraja Ayyangar, B.A., B.E. (Chief Engineer, Irrigation), Madras; (8) Mr. H. R. Dogra, B.SC., Chief Engineer, P.W.D. (Communications), Madras; (9) Dr. J. J. Rudra, D.SC., M.B.E., Principal, College of Engineering, Guindy; (10) Mr. D. I. R. Muir, I.C.S., Secretary to Government, Post-war Reconstruction Department, Madras; (11) Mr. C. H. Masterman, C.S.I., C.I.E., I.C.S., Member, Board of Revenue and Commissioner for Post-war Reconstruction; (12) Mr. C. R. Porrett, M.B.E., Adviser to Government on Manual Training, Teachers' College Saidapet; (13) Lieut.-Col. H. R. Irwin—*Members*; and (14) Rao Bahadur N. M. Adyanthaya, B.SC. (Edin)., Joint Director of Industries and Commerce, Madras—*Member and Secretary*.

The terms of reference.—The Committee was required to " report on expansion of Technical Education in all its branches with particular reference to the immediate need for technical personnel to carry out the various plans of Government for Post-war Development especially in the first five years."

Meetings.—The Committee held two meetings—the first on 7th December 1944 at which all the 14 members were present and the second on 8th December 1944 at which 13 were present. At the first meeting the programme of Post-war Educational Development as set out by the Central Advisory Board of Education on Post-war Educational Development in India and the Report of the Director of Public Instruction, Madras, on Educational Post-war Reconstruction in the Madras Province were considered in detail in so far as they related to Technical Education, and important decisions pertaining to the present position and further expansion of Technical Education of the University standard were taken. At the second meeting, the expansion of schools and institutes of the Artisan and Diploma standards, the question of training teachers and demobilized war personnel and other cognate matters were discussed in detail and recommendations recorded.

CHAPTER II.

Present position.—The Committee recognize at the very outset that there is widespread illiteracy in this Province and that general education, where it exists, is far too literary in character and lacks an industrial bias.

Although the terms of reference do not specifically include General Education, the Committee feel that they cannot altogether omit to mention such of the proposals of the Director of Public Instruction and the Central Advisory Board relating to General Education as have a direct bearing on Technical Education. The recruiting ground for the industrial and technical institutions of the future would be the higher elementary and secondary schools of the Education department and if these could impart a preliminary course of training in Science and Crafts, the standard of efficiency of technical schools would be considerably higher than at present.

The Committee therefore welcome the proposals of the Director of Public Instruction to introduce compulsory education by stages up to the VIII Standard and to bifurcate the curricula of high schools into two groups, one consisting entirely of literary subjects and the other consisting of technical subjects in addition to literaryand science subjects. The Committee consider that a higher educational standard for the artisan type of worker and a technical bias for the Diploma and Degree types as envisaged in the above Report would go a long way in producing a better class of technical personnel and would conduce to a shortening of the higher courses in technological subjects and consequent saving of expenditure on Technical Education.

The Committee have considered the present position of Technical Education and the existing facilities provided for instruction in the various grades. The present position appears to be that in all grades facilities for meeting the existing or future demand are inadequate and that the quality of the product produced in some of the institutions is not up to the standard expected by the employers. The existing facilities and future extensions in this regard are briefly summarized below.

Technical courses of the University grade.—There are in this Province three universities, namely, the Madras, the Andhra and the Annamalai Universities. Of these, the Andhra University has already established conrses in Sugar Technology and Pharmaceutics, and has proposed Marine and Aeronautical Engineering. The Annamalai University has proposed to start Mechanical, Electrical and Civil Engineering. The Madras University is proposing to start additional courses in Chemical Technology, Textile Technology and Leather Technology. Besides the University courses, there are Technical Colleges, namely, the Engineering College, Guindy, the Agricultural College, Coimbatore, and the newly started Alagappa Chettiyar College of Technology, which are affiliated to the Madras University. Proposals have been made by the Principal of the Engineering College for the starting of Communication Engineering in the Engineering College, Guindy, and also for post-graduate courses in Highway Engineering, Sanitary Engineering, Town-Planning Architecture, Irrigation, Railway Engineering, Dock and Harbour Engineering, etc. The Alagappa Chettiyar College of Technology has started a course in Chemical Engineering.

The present capacity of the existing colleges and Universities for the next five years is estimated approximately at 900 graduates of the University grade. The Committee consider that the existing facilities are inadequate to meet the demands of future industries in general and the needs of demobilized war personnel in particular. The Chief Engineer (Communications) requires 338 Engineers and subordinates per year. The Chief Engineer (General) estimates that 375 Engineers and licentiates per year would be required for irrigation and drainage. The Chief Engineer for Electricity requires 45 Engineers and Licentiates per year. The Railways and the Director of Industries and Commerce estimate a total of 500 Engineers for the Development of Industries and expansion of Railways. It will thus be seen that the total estimated requirements of post-war developments of industries, roads, irrigation and hydro-electric power are over 2,500 graduate engineers within the next

five years. The development of Agriculture and Forestry will similarly require an increased number of graduates. The Committee therefore resolve that

" in view of the great urgency and need for technical personnel, three additional Engineering Colleges, one being in the Ceded districts and an additional Agricultural College be set up in this Province and that this recommendation be given the highest priority in any scheme of development."

The Committee further resolve that

" in view of the need for the development of Forestry and forest products, Government might revive the Forest College which was abolished a few years ago."

The Committee also resolve that

" provision should be made for giving wherever necessary, adequate training to the returning soldier of all grades at the expense of the State."

As regards the Universities, the Committee realize that they are autonomous bodies and that the courses of studies under their faculties are administered and controlled by their respective Senates; nevertheless there is need for some degree of co-ordination so as to avoid duplication of efforts and lopsided development irrespective of the immediate needs of trade and industry. In this connexion, the Committee note that the Andhra University has under contemplation the setting up of degree courses in Marine and Aeronautical Engineering. The Committee feel that there is a greater and immediate need for increased facilities in the Andhra districts for Civil, Mechanical and Electrical Engineers and accordingly resolve that

" in addition to the courses already proposed, the Andhra University should be persuaded to start Civil, Mechanical, Electrical and Highway Engineering courses and that priority should be given to the latter courses."

Foreign scholarships.—The Committee note that the system of foreign scholarships awarded by Government in the Department of Industries and Commerce has been kept in abeyance. The development of special industries during the next five years and thereafter would demand a large number of technical experts trained in special subjects. It is estimated that the Director of Industries and Commerce would require during the next five years 100 foreign scholarships. In order to meet this demand it is necessary to revive the system of scholarships, deputations and study leave and award them in accordance with the programme of development of Industries. The Committee therefore resolve that

" foreign scholarships, deputations and study leave should be revived and that an adequate number should be awarded for the study of Scientific and Technological subjects."

Chapter III.

Technical education of the Diploma standard.—It is generally recognized that the types of technical institutions provided by the State should, as far as possible, bear a direct relationship to the types of workers needed by industry. The Committee are agreed that between the skilled craftsman and the higher executive, there is an intermediate class of technicians who must not only know the fundamentals of Science and Technology, but also be in a position to interpret drawings and execute work practically. In this category comes the class of foremen, supervisors and minor executives. The existing facilities in regard to this class are provided in the following institutions:—

(1) The Upper Subordinate course in Civil Engineering at the Engineering College, Guindy;

(2) the Diploma courses in Mechanical Engineering, Electrical Engineering and Printing Technology of the Government School of Technology, Madras;

(3) the Diploma course in Automobile Engineering at the Ramakrishna Mission Industrial School, Madras;

(4) the Diploma courses in Mechanical and Electrical Engineering at the C.N.T. Institute, Madras; and

(5) the Diploma courses in Mechanical Engineering, Electrical Engineering and Textile Technology of the P.S.G. and Sons Charity Industrial Institute, Peelamedu, Coimbatore.

For the conduct of examinations there is a Technological Diploma Examination Board constituted by Government to examine and issue Diplomas according to recognized standards of syllabus, equipment and staff. The Board is composed of competent Experts and Engineers and is empowered to affiliate other institutions which come up to their recognized standard. The total capacity of the above institutions is approximately 200 diplomates per annum. The Committee consider that the present output of some at least of these institutions is neither adequate nor up to the higher standard in view for the efficient handling of the future programme of development. Although detailed data are not at present available, it is estimated that future requirements would be of the order of 1,000 diplomates per annum. The Committee are convinced that there should be a larger number of institutions spread over the Province. They also feel that the Universities as at present constituted are not the best agencies to impart technical instruction of the Diploma standard as they have less opportunities of coming into contact with industry. The Committee resolve therefore that

" Diplomas below the Degree standard should not be started by the universities, that the number of polytechnics should be increased on a regional basis and that the standard of instruction and equipment of the existing ones should be raised."

In regard to Agriculture, although there is no need for diploma courses in Agriculture, a practical course of training above the standard of the bifurcated course of a high school but below that of a college course is very necessary, to meet the needs of the returning soldier and to provide a sufficient number of trained teachers for the bifurcated high schools. The Committee also welcome the starting of the Fisheries Institute at Tuticorin and recommend that it should be further developed into an institute of the Diploma grade for the training of Masters and Mates.

Chapter IV.

Technical education of the Artisan type.—The facilities for training craftsmen and the artisan type of workers are now provided at the industrial schools run by Government, missionary authorities, private individuals and public bodies like the district boards. There are 63 schools of this type for boys and 27 for girls. The subjects taught comprise many of the trades followed in Madras, such as, motor mechanics, fitting, machine work, blacksmithy, moulding, carpentry, cabinet-making, embroidery, tailoring, etc. The present provision for training is for a total number of 3,700 persons. In addition, a large number is being trained in the factories and workshops. The Committee realize that an accurate estimate of craftsmen under training or actually working in the factories and workshops cannot be ascertained at present. But the available data of factories in the Province and the number of skilled workers in them would seem to indicate that about 5,000 boys would be under training. It is estimated that an annual turnover of skilled workers from the above two sources would be of the order of about 1,700 persons. The Committee consider that this number would hardly meet post-war requirements especially in view of the impending development of industries for which it is understood

that schemes are in progress. The Committee would therefore welcome considerable expansion of industrial schools and evening classes not only for adult workers but also for demobilized war personnel. In this connexion the Committee note that the Army Headquarters in the Directorate of Resettlement have in view a scheme for the vocational training of ex-service men. It has been reported that Madras has contributed to the Army 33,000 motor truck drivers and when they return, they would require additional training. The Labour Department of the Government of India have 32 technical training centres where trainees are given a preliminary course of intensive training in various trades. We consider that these institutions should be adapted and courses revised or modified so as to serve the needs of not only the demobilized war personnel but also the additional skilled craftsmen that would be required after the needs of the former are met. The Committee would also recommend that after the rehabilitation period the Provincial Government should take over these war-time institutions under their own management.

The Committee note that in most of the industrial schools the minimum educational qualification for admission is the V Standard, which in the opinion of the Committee is not sufficiently high for most of the trades. They, however, realize that any immediate raising of the standard would hardly be feasible as it would adversely affect many of the existing industrial schools run by missionary and charitable organizations and throw an additional burden on the parents of the boys. In view of these considerations, the Committee resolve that

" when conditions permit, the minimum educational qualification for admission to industrial and artisan type of schools should be raised to the VIII Standard or III Form."

The Committee note that the distribution of industrial and technical schools is not uniform over the Province. Although the distribution in the past followed the natural law of " Supply and Demand " it may safely be anticipated that the future development of industry would be on a regional basis. It is necessary for obvious reasons to locate the technical institutions of the future in different parts of the Province having due regard to local industries. The Committee accordingly resolve that

" Development in all grades of Technical Education should be on a regional basis and that special privileges should be given to backward communities, Muslims and Scheduled Castes."

It has been pointed out that in the various local languages of this Province, technical terms are described in different ways by different writers. The Committee recognize that technical and scientific terms as applied to modern engineering and technique are not easy of translation into different languages nor are they easily understandable when transliterated in vernacular alphabets. The Committee understand that attempts have been made with some success to write text-books in Roman script. The Committee recommend therefore that

" in the lower grades of industrial schools at least, text-books, if any, may be in Roman script in the language of the locality."

Regulation of trade apprenticeships.—The Committee are of the opinion that in addition to the provision made for training of technical personnel in schools and colleges of the various grades, facilities for apprenticeships in workshops and factories are also essential. The importance of trade apprenticeships in factories and workshops cannot be over-emphasized. At the present time there is considerable difficulty in placing boys in factories and workshops. The absence of any well-established trade unions or an universally accepted system of indentured trade apprenticeships in this Province has created a dearth of skilled craftsmen. The position will become worse in the Post-war Development period when the necessity for an increased number of craftsmen will be felt all the more. Even in this machine age, trade apprenticeships play an important part in the training of artisans, technicians and engineers. The Committee are convinced therefore that apprenticeships should be fostered and regulated by the State and accordingly resolve that—

" there should be an Apprentice Act enabling Government to make it obligatory on the part of employers to admit apprentices under a regulated scheme."

Technical teachers.—The Committee have considered the proposals contained in Sir Meverel's Report and the Report of the Central Advisory Board and agree with the sentiments expressed therein that teachers of all grades, whether in arts schools or in technical institutions have an important part to play in the shaping of the future generations in all spheres of activity. They should be efficient and at the same time be assured of a reasonable standard of living. The art of teaching has to be acquired and therefore there should be facilities for the training of teachers of all grades. In order to attract the best type of men for the teaching profession, the scales of salaries of teachers should be fixed at a higher level than those of the present. The Committee therefore resolve that

" the salaries of technical teachers should be on the basis of the salaries suggested in Sargent's and Sir Meverel's reports and that there should be additional facilities for the training of Technical teachers of all grades."

Chapter V.

Control of technical education.—The question of control of Technical Education has been carefully considered. The Report of the Central Advisory Board recommended in effect that Technical Education of the Diploma standard should be placed under a Central Controlling Authority composed of representatives of all interests concerned. With a view to implement the above recommendation the Government of India have proposed to establish an All-India Council which would " conduct preliminary investigations with a view to ascertaining the conditions on which the present controlling authorities concerned will be prepared to hand over to the All-India Council such technical institutions now controlled by them as in the opinion of the Council it may be desirable to incorporate in an All-India scheme."

The Committee have bestowed anxious thought over this question and are convinced that any measure of control by the central authority in the sphere of education of all grades and types would be detrimental to the interests of this Province where the standards are already higher than those of several other provinces. They agree that some measure of uniformity of standards is desirable and that the central authority might render advice in this regard. The Committee also appreciate the view put forward by some members that this Province should aim at the highest standards so as to secure international recognition; but they are not convinced that such high standards could only be achieved through the medium of a central authority. The Committee are therefore unable to see the need for setting up an All-India Council to control Technical Education. The Chairman, National Service Labour Tribunal, had suggested the setting up of a Central Council of Technical Education to lay down standards and conduct examinations. The Committee are convinced however that even this,

is unsuitable to the Province of Madras. The long distances involved coupled with lower standards in other Provinces would not only tend to put a brake on the progress aimed at in these proposals but also lower the existing standards at the altar of uniformity. The Committee therefore resolve (Mr. Ramakrishna agreeing subject to the above proviso relating to a Central Council) that—

"this Committee is emphatically of the opinion that control of Technical and Industrial Education of all grades should continue to be the sole responsibility of the Madras Government as at present."

Chapter VI.

Summary of recommendations.—The recommendations are—

(1) That three more Engineering Colleges be started, one being in the Ceded districts, and that the highest priority be given to this recommendation.

(2) That one more College of Agriculture be started at a suitable centre and that the Forest College be revived.

(3) That the Andhra University should be persuaded to start Civil, Mechanical and Highway Engineering in addition to Marine and Aeronautical Engineering and that priority be given to the former.

(4) That 100 foreign scholarships and the grant of study leave and deputation should be revived.

(5) That Diplomas below the Degree standard should not be awarded by Universities and that more Polytechnics should be started on a regional basis.

(6) That when conditions permit, the minimum educational qualification for admission to industrial schools should be raised to the VIII Standard or III Form.

(7) That in the lower grades of industrial schools, text-books should be in Roman script.

(8) That there should be an Apprentice Act enabling Government to make it obligatory on the part of employers to admit apprentices under a regulated scheme.

(9) That there should be additional facilities for the training of technical teachers of all grades and that their salaries should be raised.

(10) That development of all grades of Technical Education should be on a regional basis and that special privileges should be given to backward communities.

(11) That provision should be made for giving wherever necessary adequate training to the returning soldiers of all grades at the expense of the State.

(12) That the control of Technical and Industrial Education should continue to be the sole responsibility of the Madras Government as at present.

Chapter VII.

In the foregoing pages, the Committee have attempted to survey the whole field of Technical Education within the short time at their disposal and have indicated in broad outline the steps that have to be taken to meet post-war needs during the next five years. A good deal of the data required for specific and detailed proposals are not available nor could they in their opinion be compiled accurately until actual demobilization commences or until the initial schemes of development have taken a practical shape.

Nevertheless the Committee feel that this report would not be complete without an indication of the financial commitments involved in the above proposals. The following statements, therefore, of the capital expenditure and recurring charges have been prepared on the basis of the above recommendations. The figures are approximate and may require modification in the light of actual developments and do not include the expenditure which the Government of India may provide for the training of war personnel during the rehabilitation period.

	Capital cost.		Recurring charges per annum.
	On plant.	On buildings and hostels.	
	Rs. Lakhs.	Rs. Lakhs.	Rs. Lakhs.
Technical Education of the University Grade.			
1 For three Engineering Colleges, one Agricultural College and revival of Forest College	54	20	10
2 For additional courses, in the Engineering College, Guindy, for Communication Engineering, Highway Engineering, Laboratory, Post-graduate courses, etc., and for refresher course for demobilized war personnel	3	1	1
3 Foreign scholarships for 100 scholars in five years (50 in the first year)	2	..	2½
4 For practical research in colleges	..	..	1
5 Scholarships for Scheduled Castes, backward communities and Muslims (500 scholarships)			2
Technical Education of the Diploma Standard.			
1 For new Polytechnics at Madura, Calicut, Mangalore, Hindupur, Vuyyuru and Coimbatore ..	22	15	3½
2 For new courses and improvements to the Government School of Technology	1	½	1
3 For grant-in-aid to six institutes for improving their equipment and staff	3	2	1
4 For refresher courses to demobilized war personnel and for evening class instruction	..	..	½
5 Schola ships for Scheduled Castes, backward communities and Muslims (160 per year)	..	..	1½
Technical Education of the Artisan Type.			
1 For 15 new Government industrial schools ..	7½	7½	2½
2 For the improvement of existing schools and for increased grant-in-aid	5	5	1½
3 For apprenticeships, subsidy and for industrial scholarships	..	..	1
4 For the raising of salaries of technical teachers of all grades	..	..	2
5 Scholarships for Scheduled Castes, backward communities and Muslims	..	..	2
Total ..	97½	51	33

R. M. STATHAM,
Chairman.

Education and Public Health Department.

Fort St. George,
15th Decr. 1944.

Dear Madam,

I am sure you have received a copy of the Agenda for the next meeting of the Education Sub-Committee for Post-War Reconstruction. As it was not practicable for you to attend the last meeting at which much of the report of the Director of Public Instruction was considered, the following papers will probably be useful to you. I am accordingly to send a copy each of them.

(1) Report of the Central Advisory Board of Education.

(2)

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-2-

(2) Report of the Director of Public Instruction.

(3) Questionnaire considered at the last meeting.

Yours sincerely,

15/12/44

To

Miss D'Souza, B.A., T.D.(Lond.),
Retd. Inspectress of Girls' Schools,
Manjeswar P.O., S.Kanara.

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DEVELOPMENT DEPARTMENT.

RURAL RECONSTRUCTION SCHEME.

NOTE FOR THE USE OF MEMBERS OF THE EDUCATION / PUBLIC HEALTH SUB-COMMITTEE OF THE POST-WAR RECONSTRUCTION GENERAL COMMITTEE.

When prohibition was first introduced in Salem, North Arcot, Cuddapah and Chittoor districts, the employment of physical instructors was sanctioned temporarily in those districts for organizing sports and other counter-attractions to drink and the posts were continued from time to time. In 1940 the Government considered that such attractions should not be confined to those districts alone but should be extended also to other districts, as it was more important to provide such counter-attractions to drink in districts where drink was available rather than where it was not to be had. Accordingly sanction was accorded to the employment of 20 Rural Recreation Organizers, one in each of the then non-prohibition districts (except Madras), for a period of three years from 1st June 1942 for organizing sports and other counter-attractions to drink. The Board of Revenue was asked to submit a report in September 1944 on the working of the scheme and the need for its continuance.

2. In November 1942, the question of fusion of the National War Front and the Rural Recreation Organizers was considered at a Conference of the District Organizers of the National War Front and it was unanimously decided that if the Rural Recreation Organizers could be placed under the District Organizers, National War Front, better progress might be achieved. The Provincial Organizer, National War Front, and the Board of Revenue were consulted on the suggestion. It was considered that the function of the rural recreation staff was to counteract tendencies and temptations to intemperance by organizing sports and other counter-attractions whereas the activities of the National War Front staff were many and varied. It was only in the limited field of improving the physique and teaching the villagers to interest themselves in rural games that the function of the National War Front and the rural recreation staff could be said to overlap. Therefore the Government did not agree to the rural recreation staff being transferred to the control of the National War Front Organization, and directed that they should continue to function separately under the Collectors. They, however, considered it possible and desirable that there should be a close liaison between the Rural Recreation Organizers and the National War Front Organization in the matter of the organization of rural recreational activities, and requested the Board of Revenue to issue necessary instructions to the Collectors in the matter. In April 1944 the question whether the National War Front could take over the Rural Recreation Organizers was again raised, but, it was decided to leave the matters as they stood.

3. The Government have recently accepted the proposal of the Board of Revenue to depute the Rural Recreation Organizers for training in the army with a view to enabling them to study the general life of the troops and the methods of physical instruction in the army so that they may be in a position to tell the young men of the villages more about the army life and its attractions and to induce them to join the army.

4. The Board of Revenue has now submitted its report on the working of the scheme and an extract of it is reproduced below :—

" The Collectors of all the non-prohibition districts were consulted in the matter. The replies secured from many of them indicate that the scheme has been a success in their districts while a few Collectors are of the view that the scheme is still in its infancy and it is too soon to expect any tangible results. The Collector of Anantapur is against the continuance of the scheme; and according to the Collector of Vizagapatam, the scheme is superfluous as the National War Front Organization is fairly large. The Collector of Nellore suggests the abolition of the post of the Rural Recreation Officer for the duration of the war as the scheme is not productive of tangible results. The Collector of Kistna favours the amalgamation of the post with National War Front Organization as the officers of the Revenue department are not able to watch the work of the Rural Recreation Officers. Most of the Collectors favour continuation of the scheme. The Collectors of Madura, West Godavari, Tanjore, Guntur and Coimbatore are for the continuance of the scheme for one year, while the Collectors of Kurnool and Chingleput are for extending it to two years. The Collectors of Malabar, Trichinopoly and the Nilgiris are for its extension for a period of three years. The Collectors of Tinnevelly, Bellary and East Godavari are for its continuance but have not suggested any period for which it should be continued."

The recommendations made by the Board are—

(1) That the amalgamation of the Rural Recreation Scheme with the National War Front is not desirable;

(2) that the scheme may be continued for another two years from 1st June 1945; and

(3) that the expansion of the Rural Recreation Scheme may be considered by a Joint Sub-Committee formed from the Post-War Reconstruction Committees dealing with Education and Public Health.

5. It has been decided that the Board's recommendations should be considered by the Education and Public Health Sub-Committees separately to see whether the Rural Recreation Organization will be useful or can be expanded so as to be useful for any adult education schemes in connexion with the post-war educational development, and for propaganda purposes in connexion with the post-war schemes of Public Health development.

R. M. SUNDARAM—29-11-44.

GOVERNMENT OF MADRAS

POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPARTMENT

PROCEEDINGS OF THE POST-WAR RECONSTRUCTION GENERAL COMMITTEE MEETING.

Thursday, the 30th November 1944.

A meeting of the Post-War Reconstruction General Committee was held at 11 a.m. on Thursday, the 30th November 1944, at the Assembly Chamber, Fort St. George, with His Excellency the Governor in the Chair.

In opening the proceedings, His Excellency expressed his pleasure at the receipt of reports from three sub-committees and some resolutions from one or two others. He was anxious that the other committees should report as quickly as possible, because the Government of India wished to have the Madras Government's proposal by the 15th of January. Bombay and United Provinces had already sent their reports and he did not want to be far behind.

Continuing His Excellency said that he proposed to ask the chairmen of the sub-committees who had already sent their reports to make short statements on those reports and then he would allow questions to be asked to the Chairman and suggestions to be made on the reports. After due discussion, the proposition would be put that the report be adopted by the members of the Committee. If it was adopted, it would be embodied in the General Committee's recommendation to the Government or else would go back to the sub-committee for reconsideration. In order that the decisions might be completely impartial, he desired that Government officers should not vote on any question at all and that decisions should be left entirely to non-official members. They would have another meeting probably on December 28, in order to get reports from other sub-committees, so that the Government might be in a position to send up proposals to Delhi by the 15th January.

Report of the Transport Sub-Committee.

His Excellency then called upon Sir Norman Strathie to make a statement on the report of the Transport Sub-Committee.

Sir Norman Strathie, Chairman of the sub-committee, made a statement on the report. He said that the main recommendation as regards public passenger service was that there should be neither a private monopoly nor state ownership but that the policy should be that transport should be run by large operating organizations subject to state control. With regard to goods transport, the proposal was that private-owned companies should run it under state control with their operations limited to defined zones in the Presidency. One other recommendation of the sub-committee was that instead of the existing Road Traffic Boards in each district, there should be a single full-time zonal officer, each zone consisting of three or four districts, the object of which was to remove the inconvenience from which owners of buses suffered at present in having to apply to several District Road Traffic Boards for their permits. The sub-committee in their report considered the suggestion of the Government of India's Technical Sub-committee that there should be a Central Transport Authority. The sub-committee admitted that it was a desirable proposal provided the allocation of funds to provinces was made on some definite basis and was not made to depend on the state of the general provincial budget. The existence of a central authority would also enable subsidies to be given to transport companies operating in backward areas. The sub-committee again suggested that the Government should, in future, give subsidies or other kinds of help to owners of bullock carts to enable them to replace their existing iron tyres by rubber tyres. They had suggested also that there should be a small tax on producer-gas vehicles. Such a tax, they considered, would not injure the industry. They recommended that there was no need to reduce the rates of present taxation on buses and lorries.

His Excellency invited a discussion on the proposals.

Lieut.-Col. H. R. Irwin enquired whether in respect of employment of demobilised soldiers in the transport industry, without merely depending on moral persuasion, it would not be better if the Government offered definite concessions to firms which employed such soldiers.

Sir Norman Strathie replied that at present these firms were employing hands which were doing essential work and these hands could not be dismissed after the war. Every employer, Sir Norman added, was undertaking to do his best to employ demobilized soldiers.

Liutenant-Colonel Irwin pressed the suggestion that a concession would be a definite inducement and that a mere persuasion might not succeed to any appreciable extent.

His Excellency the Governor, intervening, gave the assurance that the Government would consider that question.

Lieutenant-Colonel Irwin suggested that in the sphere of railroad transport, certain posts might be reserved for soldiers.

His Excellency replied that that question also would be considered.

In reply to Mr. A. Lakshminarayana Rao (South Kanara) Sir Norman said that it was not proposed that the Government should grant monopolies; and they considered that it was essential that large operating companies should run bus transport to ensure efficient service. They proposed that such a company should, to begin with, be defined as one owning not less than twenty buses. A system of private competition, Sir Norman added, was exceedingly inconvenient.

Mr. Lakshminarayana Rao said that small firms owning machinery and facilities for repairing, should be allowed to carry on.

Sir Norman Strathie replied that he expected other small owners who had no such facilities to join them. The proposals were intended to encourage smaller ones to join with the bigger ones.

His Excellency the Governor pointed out that those that joined up would be compensated adequately.

Sir Norman stated that a limit of Rs. 3,000 had been fixed as the amount of goodwill per bus. Any amalgamation was made very difficult at present because as much as Rs. 20,000 was demanded for each bus as mere goodwill.

Mr. P. Ramamurthi complained that the sub-committee had failed to deal with the problem of transport from a practical point of view; and merely sought to perpetuate the status quo. The report did not give a complete picture of the present state of things and the future requirements. It would have been useful if the sub-committee had given facts and figures as to the volume of traffic involved, and the number of vehicles now on the road and set out a comprehensive plan for development. The report was wholly silent as regards labour and the conditions of their service. After all, it must be remembered

that on efficient and contented labour depended efficient transport. Again, in the matter of the encouragement which the Government should offer to the few big operating companies, what were the controls proposed to be exercised; and the safeguards laid down? Was the encouragment to be governed by the whim and pleasure of a few officers? He was afraid that the entrustment of the power to grant permits to buses and lorries to individual officers would lead to nepotism.

Proceeding, Mr. Ramamurthi urged that a policy of state-ownership of public transport should be recommended to and accepted by the Government. If the Government were to take over the transport services there would be no need to depend upon moral persuasion to employ in the services the large number of motor drivers of this presidency who are now in the Army. Further, the cost of maintenance and repairs could be centralized which would be to the advantage of the people, the state and the workers. In the neighbouring State of Travancore, the public transport service was being run by the Government very successfully for many years. There was no reason why the Madras Government should not pursue such a policy to public advantage.

Mr. S. Guruswami was also of opinion that public transport in Madras should be Government owned and Government-managed. He also complained that there was no specific mention of the protection needed for labour.

It was estimated that about 33,000 motor drivers and mechanics would return to this Province after the war but the sub-committee's report did not disclose that there was any scope for absorption of these men in their post-war motor transport industry and service.

Sir Norman Strathie stated that the convenience of the public had been the chief consideration of the sub-committee in making their proposals. The sub-committee realized that the present service was grossly inadequate, due to lack of chassis and tyres. But they expected that in a year's time 25 per cent more buses would be on the road. Until they got more buses, the passenger service could not be improved. He also quite realized the importance of the question of state-ownership and management of public transport and they hoped to take it up for consideration as soon as possible. He admitted there was great room for discussion on the subject. As regards improvement in conditions of labour, the Government were dealing with it; and various amendments were being suggested to the Trades Disputes Act, which was an All-India measure.

Sir R. K. Shanmukham Chetti urged that the management of road transport could very legitimately and usefully be undertaken by municipalities and local bodies provided that, where in particular cases it was not possible private enterprise might be allowed. This would help them to replenish their slender financial resources. Moreover, in the interests of the public at large, it was dangerous to create any private vested interest in the field of road transport. Even in the case of company-managed railways in this country evidence was not wanting to show how private vested interests had stood in the way of a more rational railway development. He was aware of cases of very useful lines not being opened because of the obstacles placed by certain railway companies on the ground that the proposed new lines would short-circuit the main line. Had some of the railway companies been allowed to have their own way, they would evidently adopt the policy of keeping on the longest route rather than opening up the shortest route. This difficulty was created because of the vested interests involved in private management.

Begum Amiruddin and Mr. Abdul Hameed Khan supported the view that public transport should be run by municipalities.

Sir James Nuttall said that the question of State-ownership cropped up whenever a suggestion was made that something should be done for post-war reconstruction. So far as he could see, there was no harm in adopting the sub-committee's report here and now, with the rider that the General Committee supported the policy of state-ownership and management, where it could be applied. The sub-committee had recommended the formation of operating companies with a minimum of 20 buses. If state-ownership and management was to be eventually decided on, the formation of such companies would make the taking over of the buses by the state easier, because there would then be a smaller number of owners to deal with.

Sir James moved that the sub-committee's report be adopted, with the proviso that when full state control was finally decided on by the Government, it should be applied.

The discussion was closed and the voting was proceeded with.

Sir James Nuttall's motion was put to the meeting and declared lost, 12 voting for and 23 against.

Sir R. K. Shanmukham Chetti's motion that the report be remitted back to the sub-committee for considering the question of state or municipal ownership and management of road transport was next voted upon. The motion was declared carried, 28 members voting for and 5 against.

His Excellency the Governor announced that the sub-committee would reconsider their report and resubmit it to the general committee.

Report of the Demobilized Soldiers Sub-Committee.

Sir Norman Strathie next presented the report of the Demobilized Soldiers Sub-Committee and said that the most contentious point in the proposals submitted was whether the proposed land colonization scheme should be on a co-operative basis or whether individual grants should be made to soldiers. No doubt, these soldiers would desire that the bits of land granted should be in their own villages but it was quite impossible to find enough land to meet the needs of all soldiers in their own villages. Various blocks of land had been selected, either forest or swamp land, and they would be cleared and drained at Government cost and then the demobilized soldiers would be settled thereon. Land would not be given to individual soldiers but to co-operative societies. There were also proposals for building houses for the soldiers, at a cost of Rs. 750 each, the houses, again, being the property of co-operative societies.

Mr. G. Narayanaswami Chetti suggested that the lands should be given as grants to individual soldiers with the stipulation that they should not sell or alienate them.

Mr. S. Guruswami said that they were drawing a premature picture and suggested that the cost of maintaining demobilized soldiers until they were absorbed in industry be exacted from the Axis countries as part of reparations.

Mr. P. Ramamurthi urged that where the settlements comprised more than 3,000 acres of land, cultivation should be collectivized and mechanized. Further, the idea of restricting the settlements exclusively to soldiers would tend to create a new military caste of super-privileged persons divorced from ordinary civil life. He urged, therefore, that a proportion of the membership of the societies should be open to non-soldier agriculturists.

Lieutenant-Colonel Irwin said that the money that was being provided was soldiers' money and that was why the societies were being confined to soldiers.

The Raja of Bobbili mentioned that lands granted to ex-soldiers after the last war remained in many places uncultivated till the beginning of this war and said that a great majority of demobilized soldiers would like to settle down in their own villages or towns taking up occupations other than agriculture. He doubted if there was sufficient land in the Province to provide colonies for all the returning soldiers where they could undertake remunerative agriculture. If such colonies were to work successfully, blocks of land under major irrigation schemes now under contemplation should be reserved for ex-soldiers.

Mr. C. H. Masterman said that 53 different areas had been selected where land was available and these places were spread over nearly all the districts. The extent of land available differed, some of them being more than 3,000 acres. The lands given to soldiers after the last war were not always of good quality; but this time the Government would make the land fit for cultivation.

Mr. B. Ramachandra Reddi said that without a sense of ownership, the individual grantee might lack the incentive to produce the best out of his land. He suggested that the co-operative workshops contemplated as part of the plans for demobilized soldiers should as far as possible be located in the neighbourhood of the colonies.

Mr. N. Sivaraj approved the idea of the societies being exclusively for ex-servicemen. The returned soldier should not only be settled on land but should be placed in a separate electoral roll and also given a vote in the general electorate.

Mr. P. V. Krishniah Chowdari suggested that lands might be granted to individuals but the cultivation done on co-operative lines.

Mr. W. R. S. Sathianathan said that the soldier would be virtually the owner of the land and all the profits of the cultivation of the land would accrue to him.

Begum Amiruddin enquired if demobilized W.A.A.C. (I.) and other women personnel were included in the term "demobilized soldiers."

Sir Norman Strathie said that he did not think there would be any objection to these personnel also becoming members of co-operative societies. But schemes for women personnel were under consideration of the women's sub-committee.

Mr. M. Pattabhirama Reddi supported the scheme especially as the running of colonies on co-operative lines will make Central Banks come forward to finance such societies.

Mr. Priestley said that the question of mechanization of agriculture was one which needed to be gone into very carefully.

Mr. P. Ramamurthi desired to have the views of the Director of Agriculture.

Mr. B. Viswanath, Director of Agriculture, said that mechanization might be possible so far as bringing under cultivation large tracts of uncultivated land was concerned. But as a regular process of cultivation, mechanization or ploughing with tractors was not likely to be an unmixed blessing. Deep ploughing led to evaporation of the little sub-soil moisture that was available in the tropical areas and was not likely to be paying here as it was in cold areas where snowfall helped to conserve moisture in the land. Nor was deep ploughing advantageous from the point of view of increasing the yield of land. Mechanization, no doubt, would relieve men of a good deal of drudgery; but one must consider deeply whether it would not also throw out a good deal of human labour as well as reduce the cattle wealth. In certain parts of America where mechanization had been introduced, cattle wealth had automatically gone down by about 50 per cent.

Rev. J. D'Souza said that in a country where the need was great for absorbing more and more men in productive work, mechanization could be an incalculable danger, if one bore in mind the considerations urged by the Director of Agriculture.

The Committee then approved of the proposal for opening co-operative land settlements for demobilized soldiers, as well as proposals for starting co-operative workshops and civil labour battalions and the plan for training ex-soldiers for clerical and secretarial posts in the Co-operative and Education departments. Another proposal to grant scholarships and stipends in existing institutions for the wives and widows of soldiers where they could get training in nursing, domestic science and cottage industries was also adopted by the Committee.

The whole report of the Demobilized Soldiers' Sub-Committee was then adopted with the rider that the Women's Sub-Committee should consider post-war plans for employment of demobilized W.A.A.C. (I.) and other women personnel.

Report of the Women's Sub-Committee.

The report of the Women's Sub-Committee was then presented by Sir Norman Strathie. No disqualification, the sub-committee suggested, should attach to women by reason of their sex against pursuing any course of study. In regard to Government service, the Committee felt that there were branches where women could not be usefully employed.

Begum Amiruddin moved that her minute of dissent be embodied as part of the report. She urged that no bar should remain on paper against a woman occupying any post in Government service, by reason of her sex.

Mrs. Sathianathan supported the previous speaker; Begum Amiruddin's motion was accepted by the Committee.

His Excellency told Begum Amiruddin, on behalf of the Government, that her suggestion would be considered.

Begum Amiruddin craved the indulgence of the Chair for permitting her to speak on a matter of education of Muslim women. She pointed out that although there were separate high schools for Muslim girls, there was no separate college for them. After explaining the difficulties felt in the matter of co-education in the Government Muhammadan College and of obtaining admission in the Queen Mary's College, she stressed that the starting of a college for Muslim women should be undertaken, if not immediately, at least as part of post-war planning. She suggested that the Hobart Training School for Muslim Girls be raised to the status of a college.

Mr. Austin, Adviser, said that in principle, there could be no objection to having a separate college for Muslim girls and he was sure the whole question would be considered as part of post-war arrangements.

Lending his support to the report, Mr. P. Ramamurti suggested that the factory inspection staff should be greatly strengthened if proper working conditions were to be ensured; that non-officials, such as Trade Union officers, should be authorized to inspect factories or accompany inspectors in their visits and make recommendations; that the pre-natal and post-natal allowance of four weeks' leave under the Maternity Benefit Scheme should be increased to at least six weeks before and after child-birth and compulsory provision be made for creches for children where women were employed in any factory.

Mr. S. Guruswami endorsed these suggestions, and asked for the introduction of social security legislation and widow benefit schemes.

Mr. Hameed Khan supported Begum Amiruddin's plea for the starting of a college for Muslim girls.

Sir Norman Strathie said that the proposals included extension of the Factory Act to more industries and this naturally would mean an increase in the inspection staff. Government, he added, would not be unwilling to introduce a provision regarding creches in factories. The question of maternity benefits was now engaging the attention of the Government of India.

Mr. N. Sivaraj asked whether the cost of creches was to be borne by Government or by the employers.

Sir Norman answered that the employers should bear the cost.

Mr. P. Ramamurthi suggested that if the principle of maternity benefits as proposed by him was accepted, it was unnecessary to defer action till the Central Government moved in the matter.

His Excellency said that the points raised during the discussion would be taken note of by Government.

The general report of the Women's Sub-Committee was adopted with the request that the suggestion about maternity benefits be considered by the Government.

Industries Sub-Committee.

As the report of the Industries Sub-Committee was not ready, Mr. Priestley made a brief statement on the work of the Committee so far. He said that the sub-committee has passed certain resolutions which he urged the House to consider. The provision of power was the first pre-requisite for industrial development. In the absence of definite information on the possibility of coal being found in workable quantities in the Presidency, the Committee had proceeded to discuss hydro-electric power development. He described the working of the Pykara, Mettur and Papanasam systems and said that if the Mettur station was connected with the thermal station at Madras, very great relief could be afforded in certain seasons of the year and in regard to consumption of coal in the Madras station. The natural consequence of the linking up of Mettur with the Madras station would be that the latter would have to be taken over by the Government. This would also mean that certain parts of machinery would have to be replaced and other arrangements made at once if the thermal station was to be kept in good working condition as soon as it was taken over. He then explained how, on account of the war, the requisite machinery could not be secured for carrying out extensions of these systems. In order to cope with the demand for power from the northern districts power had to be purchased from the Kistna Cement Company and two new units would have to be installed at Bezwada and Rajahmundry. Then he referred to the schemes for power development; the Machkand Scheme to bund the river on the boundary between this Province and Orissa which was expected to serve both Provinces in an area of 250 miles round about, the Hagari Scheme for the Ceded Districts which would assist groundnut and cotton factories in the area, the thermal station at Nellore for serving Nellore and Cuddapah districts, the expansion of the Pykara on the Moyar river to meet the demand by special industries which might be stabilized in Mettur, Salem, Trichinopoly and Madura and the Perikad Scheme. The sub-committee, he said in conclusion, supported the general plan presented by Sir Henry Howard.

Mr. P. V. Krishniah Chowdary said that the possibility of constructing a dam across the Kistna, some 20 miles above Bezwada, to provide power and irrigation for vast areas near about, might be examined.

Sri A. Lakshminarayana Rao asked for supply of energy to South Kanara from the Jog falls.

Sir R. K. Shanmukham Chetti said that the General Committee was to take a decision only on two points. One was that contained in the resolution of the Sub-Committee urging the carrying out of the deferred schemes by the Government and the other that of the taking over of the Madras Electric Supply Corporation and the thermal station.

Begum Amiruddin urged that the Hagari Project should be taken on hand immediately as the Ceded Districts were very backward and the scheme would contribute to the prosperity of the area.

Sir James Nuttall said that the recommendations made by the sub-committee were in regard to schemes which should have been carried long ago into effect. The sub-committee considered it useless to discuss plans for new industries until power was there to turn the machinery.

The Governor asked the House to discuss the resolution adopted by the sub-committee which was as follows :—

"The sub-committee resolves that the Government should take immediate steps to carry out all the schemes of deferred construction proposed by Sir Henry Howard. They consider that for the future industrial development of the Province, and as pre-essential to all post-war development, these schemes are absolutely necessary and they suggest that a Government order should be issued stating the Government's policy with regard to these schemes and ordering the departments concerned to put up detailed plans for their completion."

His Excellency added that the schemes referred to included purchase of the Madras Electric Supply Corporation.

Mr. Hameed Khan suggested that an opportunity should be given to the Corporation of Madras to take over the supply of electricity in Madras City. The sub-committee, he thought, had not come to a decision in the matter and he did not know if the General Committee should give its vote on the matter at that stage.

Mr. P. Ramamurthi urged that the House should make it clear that the Government should purchase the undertaking of the Madras Electric Supply Corporation and hand it over to the Madras Corporation who should supply the consumers in the City. He did not want that they should pay an inflated price for the concern.

The Governor remarked that the Madras Government seldom paid inflated prices.

Mr. Priestley said that the reference to the purchase of the Madras Electric Supply Corporation might be discussed at a later meeting.

The general resolution adopted by the sub-committee was then put to the House and carried.

The Committee then adjourned to meet again at 3 p.m.

Public Health Sub-Committee.

The Committee reassembled after luncheon interval, His Excellency the Governor presiding, and considered the resolutions adopted by the Sub-Committee on Public Health.

Mr. T. Austin, Chairman of the Sub-Committee, moving that the resolutions be adopted, pointed out that the main features of the resolutions were that all medical institutions run by local bodies and the entire staff should be provincialized. No village should be further removed than five miles from a medical centre. In urban areas there should be a centre for every 5,000 to 10,000 of the population. There will also be itinerating dispensaries to serve areas where, as in the Agency, communications are difficult. These centres would be in addition to out-patient departments of taluk and district headquarters hospitals.

Mr. P. V. Krishnaiah Chowdari enquired what would be the function of District Boards if Public Health staff and the maintenance of roads were taken away from them and asked whether the Committee considered that point. The Rajah of Ramnad pointed out that district boards would cease to exist if public health and education were taken away from them.

Mr. Abdul Hameed Khan desired to know what machinery had been suggested to ensure protected water-supply to rural parts.

Mr. Austin replied that the suggestions made would be considered at the next meeting of the sub-committee. Replying to Lieutenant-Colonel Irwin, he said that the sub-committee had in view the employment of large numbers of army doctors.

Mr. N. Sivaraj drew attention to the necessity for making special provisions for the Depressed Classes.

Sri A. Lakshminarayana Rao said that if the large sums of money now proposed to be spent on medical relief were given to local bodies they would certainly manage the institutions better and give no room for complaint.

His Excellency then assured the Committee that the Government had no wish to supersede district boards, that only things which could be better managed by Government would be taken over from them, and that the aim of Government was to have good relations with local bodies and help them in every way possible.

The report of the sub-committee was then approved.

Communications Sub-Committee.

Mr. Austin next moved that the recommendations of the Communications Sub-Committee be approved. He said that the main recommendations of the committee were that the Government should take over the management of all roads with the exception of village roads, that the new village roads be built from funds supplied by the Government and maintained by district boards. A special accelerated course to train the required number of subordinates and a special laboratory for research work would also be set up. As these activities involved large expenditure the sub-committee had approved the proposal to form a separate Highway Department which would absorb all the road engineers in service.

Mr. Austin also said that the sub-committee discussed and agreed that minor ports should be improved and developed as far as possible.

Replying to the Rajah of Bobbili, Mr. Austin stated that the Government of India were considering the question whether they should themselves maintain a separate establishment for the National Highways and that if the highways were to be maintained by Government, it was doubtful whether Government would be able to allow the local bodies to collect road-cess.

Mr. P. Ramamurthi suggested that in the construction of village roads, priority should be given to those areas which were producing surplus food-grains. Contractors should not be employed and labour must be under the control of the Government department.

The recommendations were then approved.

Irrigation Sub-Committee.

Mr. Austin, Chairman of the Committee, made a statement on the irrigation policy in post-war development. He said that the sub-committee had made only a preliminary examination of the various schemes and had decided to have figures showing the probable yield of the various schemes and their costs. They had noted that the employment of Labour Pioneer units on labour schemes would prove very costly but that it would be possible to employ ex-soldiers individually.

The Rajah of Bobbili pointed out the schemes like the Polavaram and Tungabhadra Projects should be undertaken and completed soon and the policy with regard to irrigation projects should be to give preference to deficit areas.

Mr. A. Lakshminarayana Rao urged the claims of Malabar and South Kanara.

Mr. Austin, in reply, stated that the details of the various schemes would be considered at the next meeting of the sub-committee and the suggestions made would be noted.

Education Sub-Committee.

Mr. T. Austin, Chairman of the Education Sub-Committee, next made a statement on the work done by the sub-committee on Education. He said that the sub-committee had unanimously recommended that compulsory education for boys and girls should be introduced in all areas up to standard V in the first stage, and that additional accommodation and staff to the extent necessary would have to be provided in areas already served by the existing schools and new schools would have to be opened in other areas. They also recommended that after this scheme was completed the courses should be extended to standard VIII by stages, and that the duty of enforcing attendance should be handed over to the Education Department. As regards Secondary Education, the sub-committee stressed the needs of backward areas and the backward communities. They also recommended that there should be an increase in the number of Secondary Schools for girls and that necessary staff and equipment should be provided. If other agencies were not able to open new schools, the Government should do so.

Mr. Austin added that their aim with respect to mass education was to replace Higher Elementary trained teachers by Secondary Grade teachers in view of the need for immediate expansion in post-war period. The Committee were also unanimous in the view that the salaries of teachers should be improved as a major post-war reform. As regards adult education, they stated that this should be developed through university extension work, adult education centres and the use of radio and cinema. The sub-committee had decided that the following three items should have priority in the first five-year plan : (1) compulsory education up to standard V with provision for midday meals, (2) enhancement of the pay of teachers in all schools, Government or non-Government and (3) immediate increase in the provision of technical education in all schools. They also considered that to meet the cost of these reforms, some suitable form of provincial tax should be imposed.

A discussion then ensued.

Mr. P. V. Krishnaiah Chowdari urged the necessity to help local bodies and private institutions with large grants before the full scheme of compulsory education was given effect to.

Mr. N. Sivaraj asked what machinery the Government proposed to set up to obtain statistics regarding mental and physical defects in pupils.

Mr. Abdul Hameed Khan suggested that instead of starting lower elementary schools up to the V standard, the Government should start schools up to the VIII standard.

Begum Amiruddin disagreed with the suggestion of the previous speaker and stressed the necessity for the spread of compulsory elementary education as early as possible. This could be achieved by starting more Elementary Schools.

Mr. J. L. P. Roche Victoria said that along with the scheme of spreading compulsory elementary education, a scheme for adult education also should be immediately devised and teachers trained for the same.

Mr. P. Ramamurthi desired that the Committee should consider the basic educational schemes and other proposals put forward for the spread of education instead of merely trying to improve the existing system.

Mr. Austin replied that these suggestions would be considered at the next meeting of the Committee.

Sub-Committees on Agriculture, Veterinary and Livestock, Forests and Fisheries.

Mr. G. W. Priestley made a statement on the progress made by the Sub-Committee on Agriculture, Veterinary and Livestock, Forestry and Fisheries. He said that on the subject of agriculture the fundamental question for decision was the extent to which the Madras Province could and should become self-sufficient in foodgrains after the war. The sub-committee on Veterinary and Livestock had agreed to the proposal to re-establish in Madras the serum institute which was moved to Coimbatore in 1942, and had recommended that the policy should be given up of opening Veterinary institutions only in places where 50 per cent of recurring expenditure is contributed by local bodies or the public. The Forestry Committee would discuss the recommendations of the Government of India Policy Committee as to their applicability to Madras. The Fisheries Committee had decided to take up the question of research and administration of marine fisheries, and the development of inland fisheries as well as the possibility to start co-operative societies among fishermen. The Committee would also consider how far it might help discharged naval personnel.

Before His Excellency adjourned the meeting, the Raja of Bobbili brought to his notice that many of the printed memoranda of the various sub-committees had not reached the members of the General Committee who were not in any of the sub-committees and suggested that if it was not possible to supply them with printed copies they might be made available in the library of the Secretariat. He said that details regarding the classification of the roads and about the Tungabhadra scheme were not available, and that any map, or general report, if furnished, would help the members to give suggestions to the Government. His Excellency said that details regarding the Tungabhadra project had not been settled and would be supplied to members as soon as they were available. His Excellency said that the question of constituting a sub-committee to draft a Labour Code suggested by Mr. S. Guruswami would also be considered. The meeting of the General Committee was then adjourned to December 28th.

D. I. R. MUIR,
Secretary to Government.

"MASCOT VILLE"
20, EDWARD ELLIOT ROAD,
MYLAPORE, P. O., MADRAS.

Dec 15

Dear Mr. Subrahmanyam,

H 215-2/46 Herewith my note as promised. Perhaps it will have to go in after the final report is drafted. It is just possible Khan Saheb Abdul Rawoof Saheb may append his signature to this minute. He may inform you.

Yours Sincerely
Rangamannarao

38917

A MINUTE BY SRI [illegible]SURYANARAYANA RAO.

Under the section 'The pay of the teaching profession' the sub-Committee has endorsed the suggestions of the Central Advisory Board of Education regarding the minimum scales proposed and has expressed the wish that every effort should be made to introduce them. It may here be mentioned the Central Advisory Board's scales are to be applicable to teachers employed in all schools whatever may be the agency conducting them. To the extent that this decision seeks to remove all the existing anomalies in regard to teachers employed under different agencies, it should be heartily welcomed. But the realisation of this hope appears to be somewhat remote, depending on various circumstances and on serious efforts made for their introduction. It is needless to state that the existing scales in Government schools, in schools under Local Bodies and in aided institutions differ and the sooner these glaring differences are done away with the better for the spread of education. The existence of these differential scales has been a source of unnecessary irritation. Immediate abolition of these distinctions is the crying need of the hour. Otherwise existing differential scales, including minimum salary, are likely to be perpetuated till times become propitious to adopt the scales proposed by the Central Advisory Board of Education. Therefore, I would suggest that uniform scales of salary in all schools should be prescribed irrespective of the agency conducting them. This will pave the way for the adoption of the scales of the Central Advisory Board of Education. Moreover, the responsibility of Government to bear their share of the increased cost to the extent the Managements cannot do so has already been accepted under the recommendation 25 (d). This responsibility should be borne from now. It may also be pointed out that the principle of adopting the same scale has been recognised in 25 (c) when it is agreed that while lower elementary and high elementary grade teachers continue to be employed, a minimum salary of Rs 2[illegible] should be laid down for any class of teacher under any management. Therefore what is suggested is only an extension of the principle already accepted for which there can be no objection. It may also be stated that the sub-Committee has agreed to increase the minimum salary of officers in the School Assistant cadre to Rs 100/- (Vide recommendation 26 (a)) which may be given effect to even before the introduction of the minimum scales suggested by the Central Board of Education.

Then again under recommendation 25 (c) the minimum salary of Rs [illegible] down in respect of lower elementary and higher elementary grade

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...king into account conditions prevailing now and are likely to prevail even after the War, this minimum is not satisfactory at all. Moreover, the minimum salary for this class of teachers especially those belonging to the higher elementary grade is more in the Government schools and those under Local Bodies. In view of the fact that this class of teachers are to play a prominent part for some years to come in the spread of education and on that account it is even proposed to double the number of training schools intended for them (vide recommendations No. 14 (b) and (c)) improvements in the emoluments offered to them is necessary. Moreover, in the choice of candidates for the higher elementary grade training, persons who have read up to the School Final Class or at any rate those with higher qualifications than that of VIII Standard or III Form are being preferred. This is as it should be. Therefore, it is suggested that as long as the necessity for the employment of teachers of the higher elementary grade exists the minimum salary for that grade of teachers should be at least Rs 25/- per mensem. This will incidentally assist in attracting better qualified persons for higher elementary grade training.

Rangaswamy Ranga Rao
14/12/44

Dear Mr Subramaniam,

We entirely agree with the note sent in by Mr R. Suryanarayana Rao regarding salaries of teachers. Please include our names also to the note.

Thanking you

Yours Sincerely
Hal Popley

D Ranga Rao

19.12.44

"MASCOT VILLE"
20, EDWARD ELLIOT ROAD,
MYLAPORE, P. O., MADRAS.

Dec 18

Dear Mr. Subrahmanyam,

59036 Will you do me the favour of perusing the note sent herewith before the Sub. Committee meets tomorrow? I regret very much I could not get it ready earlier.

Thanking you,

Yours sincerely
P. Thyagarajanadas

220

SECONDARY EDUCATION AND THE APPLICATION OF THE SELECTIVE PRINCIPLE.

The Central Advisory Board of Education supports selection of pupils for higher education after the Junior Basic School corresponding to our Standard V. The age at which selection has to take place comes approximately to 11+. Apart from the similarity of the selective process to which reference will be made later, the main point for consideration is whether 11+ is the suitable age for selection and also whether selection after Standard V is desirable. The observations of the Norwood Committee Report on this aspect may be read with interest:

> 'Transfer from primary to secondary stage should take place, according to capacity and attainment, between the ages of 10+ and 12+. Differentiation for types of secondary education should depend upon the judgment of the teachers in the primary school, supplemented if desired by intelligence and other tests. Since special interests and abilities are often not manifest so early, pupils should pass into a lower school, attached to a grammar, technical or modern school, where their work should be kept under review by a teacher specially charged with the responsibility of discovering to which type of education each pupil is fitted. The curriculum in all lower schools would be much the same; transfer would be possible at any time; and at 13+ promotion to the appropriate type of school would be made.'

Then again there is an extract from the Times Educational Supplement which is also to the point:

> "That the differentiation of pupils for secondary education should be a process extending over a considerable period of time, and not a 'snap judgment upon performances in an examination.' During the primary stage of education, they say, 'the main pre-occupation is with the basic habits, skill, and aptitudes of mind', and ' attention given to special interests or aptitudes can only be tentative, since these have not yet declared themselves emphatically or constantly enough to justify such attention'. It is the business of the secondary education 'to provide opportunity for a special cast of mind to manifest itself', and then this manifestation made 'to develop special interests and aptitudes to the full by means of a curriculum and a life best calculated to this end'. Interests and aptitudes do, however, sometimes reveal themselves at an early age, so the process of differentiation must begin begun in the primary school, through observation and the compilation of careful records; but generally they mature after the primary stage, and often only gradually. Hence there should be after the primary school, 'Lower School', in which they can be both detected with certainty and fostered with care and skill."

The following extract from the White Paper on Educational Reconstruction, though dealing with the examination test at the age of 11, has some observations which are also applicable to the point at issue:

> "More serious still is the effect on the junior schools and on their pupils of the arrangements for transition from the junior schools to the various types of post-primary education. At the age of 11 the children sit for an examination on the results of which depends the nature of their future full-time schooling. The most successful - amounting to about 9.5. per cent - proceed to secondary schools, while the remainder, with the exception of a few who go to junior technical schools, receive the rest of their full-time education, either in separate schools for senior pupils, or in the upper classes of the all-age schools to which they already belong. There is nothing to be said in favour of a system which subjects children at the age of 11 to the strain of a competitive examination on which, not only their future schooling, but their future careers may depend. Apart from the effect on children, there is the effect on the curriculum of the schools themselves. Instead of the

junior schools performing their proper and highly important function of fostering the potentialities of children at an age when their minds are nimble and receptive, their curiosity strong, their imagination fertile and their spirits high, the curriculum is too often cramped and distorted by over-emphasis on examination subjects and on ways and means of defeating the examiners. The blame for this rests not with the teachers but with the system.

"Apart from the method of selecting pupils for the later stages of compulsory education, it is obvious that a final selection at the age of 11 makes no allowance for the child who develops later than the majority of his fellows. Spasmodic efforts are made here and there at a further re-sorting of children at the age of 13, but they are th exception rather than the rule."

It is clear from the above extracts that selection after the elementary course or at the age of 11+ is too early. Indian educationists too must be inclined to agree with this view. In England what is known as the institution of 'Lower School' is suggested, practically postponing the age of selection to 13+ . Therefore, it is for the consideration of the Committee if the purpose of 'Lower School' is served by our Forms I to III so that selection can be can take place at the end of Form III which means practically at 13+ . It is also necessary to note that there is a considerable body of opinion which feels that in Indian conditions selection even at 13+ is too early and that every boy or girl should receive complete full-time education at least up to Form VI postponing the selection to the Matriculation. According to the Government scheme, selection is to take place after the IV Form stage. It is asked why not after the VI Form stage by which time mental predispositions would have become much more evident and selection can be made minimising errors as much as possible?

The place of Higher Elementary Schools in the scheme of things will have to be settled. They are practically what the Central Advisory Board of Education calls the Senior Basic (Middle) Schools. The objective of Higher Elementary Schools is to provide complete full-time education. The pupils completing higher elementary education are not expected to seek admission into Secondary Schools. To discourage such admissions, it was laid down that pupils completing Standard VIII, in spite of their completing the test in a public examination, could only be admitted only into Form III. But for sometime these restrictions have been relaxed. English is now introduced as an optional subject for the public examination at the end of Standard VIII and those who pass the examination with this optional can be admitted directly into Form IV of the Secondary Schools. Therefore, the distinction between the Higher Elementary Course (Standards VI to VIII) and

the Middle School Course (Standards Forms I to III) has practically ceased, the only remaining difference being that the pupils of the Higher Elementary course alone suffer from the disability of having to go through a public examination test after Standard VIII. If it is decided to apply the selective process at 13+ or even otherwise, it is suggested that there is no ground for keeping this distinction without a difference. As part of the selective process all pupils of the Higher Elementary Schools and Middle Schools may undergo the same public examination test. This necessitates the adoption of the same curriculum of studies. It is said in practice it is so already. While aiming at complete full-time education, the present Higher Elementary schools syllabus contains a great deal of 'Buniadhi' elements, placing emphasis on vocational bias. The Higher Elementary Schools can, as already stated as well be called the Junior Basic (Middle) Schools.

Now about the selective process adumbrated in the report of the Central Advisory Board of Education. It is somewhat elaborate; it lacks simplicity; it takes for granted conditions which do not at present exist in this country; it expects teachers to keep school records of a kind which enables them to decide who is likely to be benefitted by a high school education; it does not after all dispense with the competitive test. Extract already quoted from the white paper speaks of the Competitive test in scathing terms. Later in the white paper dealing with the proposed reforms the following remarks occur:

> "At about the age of 11 comes the change from the junior to the senior stage. At present all children of the appropriate age and standard enter for the Special Place examination and, from what has been said previously, it is clear that there is urgent need for reform. Accordingly, in the future, children at the age of about 11 should be classified, not on the results of a competitive test, but on an assessment of their individual aptitudes, if necessary, by intelligence tests, largely by such means as school records supplemented, if necessary, by intelligent tests, due regard being had to their parents' wishes and the careers they have in mind. Even so, the choice of one type of secondary education rather than another for a particular pupil will not be finally determined at the age of 11, but will be subject to review as the child's special gifts and capacities develop. At the age of 13, or even later, there will be facilities for transfer to a different type of education, if the original choice proves to have been unsuitable. The keystone of the new system will be that the child is the centre of education and that, so far as is humanly possible, all children should receive the type of education for which they are best adapted."

Whether in our present circumstances, we can do away with the competitive test and substitute in its place what is proposed in England is a point for consideration. We do not have the facilities available in England. The application of intelligence tests is yet if at all in an initial stage and it is doubtful if the teachers at present are even competent to keep correct school records which will enable them to assess correctly the special interests or aptitudes of the

pupils. To do away with a competitive test, however unsatisfactory it may be and in the absence of intelligence tests to rely on the assessment of teachers which is likely to be more unsatisfactory may result in doing grave injustice to the pupils. We are therefore forced to accept the competitive test as the only means of selection. Whether it should be at the III Form or the VI Form stage or the IV Form stage is a point requiring decision. The proposal in the Government Scheme to fix the bifurcation stage after the IV Form stage is no doubt an improvement. But to effect bifurcation after the VI Form stage would be ideal and is suited to the conditions in this country. Of course it is understood whatever may be the stage of selection due regard will be paid to the parents' wishes and the careers they have in mind.

If it is decided that the selection should take place at the IIIForm or the IV Form stage, it is necessary to consider what types of schools are required at the secondary stage and whether the period of secondary education should be increased by one year and that there should be consequent reduction by one year in the University stage. At the outset it is necessary to realise that all modern education systems recognise the existence of three types of pupils and so the need for three types of schools to cater to their needs and the conditions in the different types of secondary schools must be broadly equivalent. These three types are: the one 'who is interested in learning for its own sake'; the one 'whose interests and abilities lie markedly in the field of applied sciences or applied art' and the one 'who deals more readily with concrete things than with ideas'. So to meet the respective needs of those three types, the Norwood Report envisages three types of schools: Grammar, technical and modern. Careful study of the evolution of education in our country too will reveal that we too have more or less similar types and we too must treat each type in a way appropriate to it. In the reformed scheme of education in England the three types are known as Grammar, Modern and technical schools. The Government scheme of reform of secondary education does not seem to provide for these three types. Such a provision is absolute necessary whatever may be the names given to them. The curriculum of these three types of schools will have to be framed. In England the Norwood Committee was appointed for that purpose. The Norwood Report must provide sufficient guidance. So also the Hadow Report though it relates to pre-war period. The bifurcated courses referred to in the Hadow scheme need careful revision especially in view of the demands for post-war [illegible] It is learned that the Secretarial Course as a

received

the blessing of Government should exist at all. The education given in what are called grammer schools in England can provide the type of education which prepares the pupils for the University and for the administrative and clerical professions as well. In framing the curriculum of studies the report of the Technical Education sub-Committee just issued based on post-war needs will also afford guidance. The necessity for increase in the period of the secondary education will depend on the content of education proposed in the three types of schools. To meet the needs of the post-war situation, all-round improvement in the teaching of science and scientific principles at all stages of education for the whole school population is considered absolutely necessary. This has to be provided for. As regards the relation between the three types what the White Paper says may be accepted. "It would be wrong to suppose that they will necessarily remain separate and apart. Different types may be combined in one building or on one site as considerations of convenience and efficiency may suggest. In any case the free interchange of pupils from one type of education to another must be facilitated."

The suggestion to reduce the period of University stage, apart from the question of holding an examination after the Intermediate course, has been made by many educationists and the Inter-University Board has endorsed it. But the period will depend naturally on the nature of the secondary courses prescribed in different types of secondary schools and the standard demanded by various professions. Therefore, to come to a decision just now on this point before a full picture is available is not desirable. Moreover, shortening of the University course has been suggested when the bifurcation in regard to secondary education is to take place for after the Junior Basic School. If bifurcation is to be after the III Form or the IV Form or the VI Form stage, it will naturally affect the content of University education and hence the period of the University stage. However, one final examination instead of too many examinations as at present is desirable as "the curriculum is too often cramped and distorted by over-emphasis on examination subjects and on ways [illegible] and means of defeating the examiners."

POST-WAR RECONSTRUCTION--EDUCATION SUB-COMMITTEE.

SECOND MEETING - Tuesday the 19TH DECEMBER 1944 (10-30 A.M.)

AGENDA.

1. Items in the report of the Director of Public Instruction which were left over at the last meeting:-

   (i) Secondary school courses,
   (ii) University education, and
   (iii) Technical education with special reference to the report of the ad hoc committee set up by the Chairman.

   [Copies of the report referred to in item (iii) ~~ie~~ will be furnished to members separately.]

2. Whether the present type of education, particularly elementary education, is suitable or whether it requires to be modified on the lines, e.g., of the 'Wardha' system.

3. Whether the rural recreation staff employed in the districts as part of the 'prohibition' programme should be retained, expanded and used for promoting adult education.

   [Copies of the note on the subject are furnished to members.]

4. Organizations for the promotion of youth welfare.

5. In the consideration of the question of providing in the plan for the first five years
   7.12.44 ------
   it is desirable that the period of time unit in which the proposals after the stage for consolidating educational levels in general.

EDUCATION & P. H. DEPARTMENT.

POST-WAR EDUCATION SUB-COMMITTEE.

Second Meeting - 19th December 1944.

QUESTIONNAIRE under item 1 of the Agenda to be put to the Sub-Committee.

/ This follows the main numbering of the questions left over in the previous questionnaire, amplified with reference to the recommendations of the Technical Education Committee. /

-:0:-

Secondary Education - Boys.

Q. 6. Is it agreed--

(a) that the scheme of bifurcated courses already approved by Government should stand;

(b) that in the artisan engineering courses the students should have some part of their training in factories, workshops, etc.;

(c) that the bifurcated course in Agriculture may be made to lead to some form of Government service, if necessary, after further appropriate training; and

(d) that it should be left entirely to the option of managements whether to introduce bifurcated courses or not except that it will be necessary for Government to see that all areas of the Province are given an opportunity to have bifurcated courses, particularly the Secretarial course which leads direct to Government employment?

Women's Education.

Q.11. Is it agreed--

(b) that the bifurcated courses suggested by the D.P.I. should be introduced in girls' high schools?

University Education.

Q.15. Is it agreed that Universities should relate themselves much more directly with the development of industry by making increased provision -

(a) for engineering and technological instruction, and

P.T.O.

(b) for research work, particularly research work connected with industry,
keeping in mind the possibilities of savings in expenditure and increase in efficiency by institutions in large cities like Madras having common laboratories and a considerable amount of inter-collegiate work?

Q.16. Is it agreed--

(a) that when the Universities launch out on a programme of providing technological and engineering institutions, it is necessary that the Government should give them considerably greater recurring and non-recurring financial assistance than in the past; and

(b) (1) that three more Engineering Colleges be started, one being in the Ceded districts, and that the highest priority be given to this recommendation;

(2) that one more College of Agriculture be started at a suitable centre and that the Forest College be revived; and

(3) that the Andhra University should be persuaded to start Civil, Mechanical and Highway Engineering in addition to Marine and Aeronautical Engineering and that priority be given to the former?

Q.17. Is it agreed that the abolition of the Intermediate classes in the South Indian Universities and the establishment of a minimum three-year Graduate course is a measure of reform immediately needed?

Technical Education.

Q.30. Is it agreed--

(a) that there should be a considerable number of separate technical, industrial and trade schools to supplement the bifurcated classes in secondary schools;

(b) that Diplomas below the Degree standard should not be awarded by Universities and that more Polytechnics should be started on a regional basis;

(c) that provision should be made for students who have taken technical subjects in the bifurcated school courses to proceed for further and more specialized technical training;

(d) that provision should be made for those already in employment who wish to improve their qualification, by having part-time courses in addition to the ordinary courses;

P.T.O.

(e) that although there is no need for Diploma courses in Agriculture, a practical course of training above the standard of the bifurcated course of a high school but below that of a college course is necessary to meet the needs of the returning soldier and to provide sufficient number of trained teachers in the bifurcated high schools;

(f) that the war-technicians training centres can, with adaptations, be used for the purposes of technical education, particularly for advanced technical training;

(g) that when conditions permit, the minimum educational qualification for admission to industrial schools should be raised to the VIII Standard or III Form;

(h) that in the lower grades of industrial schools, text-books should be in Roman script;

(i) that there should be an Apprentice Act enabling Government to make it obligatory on the part of employers to admit apprentices under a regulated scheme;

(j) that there should be additional facilities for the training of technical teachers of all grades and that their salaries should be raised:

(k) that development of all grades of Technical Education should be on a regional basis and that special privileges should be given to backward communities;

(l) that provision should be made for giving wherever necessary adequate training to the returning soldiers of all grades at the expense of the state;

(m) that financial assistance by way of stipends and scholarships should be provided for technical schools and courses in the same manner as for general education in schools and colleges;

(n) that 100 foreign scholarships and the grant of study leave and deputation should be revived; and

(o) that the control of Technical and Industrial Education should continue to be the sole responsibility of the Madras Government as at present.

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G/R.

REPORT OF THE EDUCATION SUB-COMMITTEE TO THE POST-WAR RECONSTRUCTION GENERAL COMMITTEE.

-:0:-

The Sub-Committee held two meetings - one on the 28th and the 29th November, and the other on the 19th December, 1944. At the first meeting the Committee considered the report on educational post-war reconstruction in the Madras Province prepared by the Director of Public Instruction, except the portions relating to bifurcation of secondary school courses, universities and technical education. Shortly after this meeting, the Chairman set up an ad hoc Committee to examine questions relating to technical education. The Committee was required to "report on expansion of Technical Education in all its branches with particular reference to the immediate need for technical personnel to carry out the various plans of Government for Post-War Development especially in the first five years". The Committee's report was received on the 14th December.

2. At the second meeting of the Education Sub-Committee the portions of the report of the D.P.I. which had been left over at the previous meeting, with special reference, in regard to Technical Education, to the ad hoc

Committee's

Committee's report referred to above, were considered.

3. At the meeting of the Post-War Reconstruction General Committee held on the 30th November, the proceedings of the first meeting of the Sub-Committee could not be presented as its sitting had concluded only on the previous day; but the Chairman made a statement on the work done by the Sub-Committee; in the discussion that ensued a few points were raised, and the Chairman mentioned that these would be considered by the Sub-Committee. As it was found that these points except one, viz., whether the present type of education required modification, had been fully discussed already and were covered by the previous decisions of the Sub-Committee, only this point was put to the Sub-Committee at its second meeting.

4. The Proceedings of the two Sub-Committee meetings are presented to the General Committee for its consideration.

M. V. S.
20-12-1944.

T. Austin
21.12.44

(118)

PROCEEDINGS OF THE EDUCATION SUB-COMMITTEE.

Tuesday, the 19th December 1944.

-:0:-

Present:

1. Mr. T.Austin (Chairman).
2. Mr. M.V.Subramanian (Vice-Chairman and Secretary).
3. Sir Meverel Statham.
4. Mr. C.K.Vijayaraghavan.
5. Dr. D.W. Dodwell.
6. Rev. J.D'Souza.
7. Mrs. Mona Hensman.
8. Mrs. P. Parijatham Nayudu.
9. Sri K. Sitarama Reddiyar.
10. Sri R. Suryanarayana Rao.
11. Khan Sahib D. Abdul Rawoof Sahib.
12. Begum S. Mir Amiruddin.
13. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
14. Rao Bahadur K.V. Krishnaswami Ayyar.
15. Rev. H.A. Popley.
16. Miss D'Souza.
17. Mr. A. Khaleeli.
18. Mrs. M.N. Clubwala.
19. Mr. M. Ruthnaswami.

Present by invitation.

1. Lt.Col. H.R.Irwin.
2. K. Ramunni Menon.
3. Mr. T.Sivasankar.
4. Mr. R.M. Sundaram.

I. The minutes of the previous meeting were confirmed.

II. The Committee took up for consideration the items in the report of the Director of Public Instruction which had been held over at the previous meeting, with special reference, in regard to Technical Education, to the report sent in by the ad noc Committee which the Chairman had set up subsequent to the previous meeting.

1. Secondary Education--Boys - Bifurcated courses:

(a) The Committee resolved that the scheme of bifurcated courses already approved by Government should stand; and noted the suggestion made by the Rev. Fr. J.D'Souza, that there should be no compulsion in the process of diverting boys to these courses, and that there should be provision for boys who had started bifurcated courses to shift later on to the academic courses if they felt that they had made a mistaken choice.. was noted.

(b) The Committee agreed that in the artisan engineering courses the students should have some part of their training in factories, workshops, etc.

(c) The Committee resolved that the bifurcated course

in Agriculture with further appropriate training of not less than nine months may be made to lead to some form of Government service and that this would be specially applicable to the returning soldier; Lt.Col. Irwin suggested that this type of training would be useful in fitting returning soldiers for posts of Agricultural instructors.

(d) The Committee resolved that it should be left entirely to the option of managements whether to introduce bifurcated courses or not, except that it will be necessary for Government to see that all areas of the Province are given an opportunity to have suitably selected bifurcated courses.

2. Women's Education - Birfurcated courses in Secondary schools: The Committee agreed that in girls' high schools the bifurcated courses suggested by the Director of Public Instruction should be introduced - viz., (i) Domestic science and cookery; (ii) Craft, including needlework, embroidery, sewing and tailoring; (iii) drawing, painting, design and photography; (iv) music and dancing; (v) Secretarial work; and (vi) Nursing services.

3. University Education:

(a) The Committee agreed that Universities should relate themselves much more directly with the development of industry by making increased provision (i) for engineering and technological instruction and (ii) for research work, particularly research work connected with industry, keeping in mind the possibilities of savings in expenditure and increase in efficiency by institutions in large cities like Madras having common laboratories and a considerable amount of inter-collegiate work.

(b) The Committee agreed that when the Universities launch out on a programme of providing technological and engineering institutions, it is necessary that the Government should give them considerably greater recurring and non-recurring financial assistance than in the past.

(c) The Committee agreed

(1) that besides the Engineering College proposed to be opened by the Annamalai University and the College of Marine and Aeronautical Engineering proposed by the Andhra University, one more Engineering College should be opened and it should be located

in the Ceded districts; and that the highest priority should be given to this recommendation.

(2) that at least one more College of Agriculture should be started at a suitable centre and that the Forest College should be revived; and

(3) that the Andhra University should be persuaded to start Civil, Mechanical and Electrical Engineering, in addition to Marine and Aeronautical Engineering.

(d) The Committee considered the suggestion of the D.P.I. that the abolition of the intermediate classes in the South Indian Universities with provision for a minimum three-year graduate course is a measure of reform immediately needed. After considerable discussion, the Committee resolved, by a majority, that this measure was not necessary.

4. Technical Education:

(a) The Committee agreed

(1) that there should be a considerable number of separate technical, industrial and trade schools in addition to the bifurcated classes in Secondary schools;

(2) that diplomas below the degree standard should not be awarded by Universities but by the Technological Diploma Examination Board; that more polytechnics should be started on a regional basis:

(3) that provision should be made for students who have taken technical subjects in the bifurcated school courses to proceed for further and more specialised technical training;

(4) that provision should be made for those already in employment who wish to improve their qualification, by having part-time courses in addition to the ordinary courses;

(5) that a practical course of training in Agriculture, leading to the award of a certificate, above the standard of the bifurcated course of a high school, but below that of a college course, is necessary both to meet the needs of the returning soldier and to provide a sufficient number of trained teachers;

(6) that the war-technicians training centres can, with adaptations, be used for the purposes of technical education,

particularly for advanced technical training, and that these should be particularly suitable for returning soldiers; and

(7) that when conditions permit, the minimum educational qualification for admission to industrial schools should be raised to the VIII Standard or III Form.

(b) Begum Amiruddin raised the question of a Home Science College for women. The Committee resolved that there should be an institution for women giving instruction in Home Science above the bifurcated courses and leading to a diploma.

(c) The Committee considered the proposal made by the Technical Education Committee that in the lower grades of industrial schools text-books should be in Roman script; it did not agree to this proposal; it resolved that in the lower grades of industrial schools technical terms in text-books should be in Roman script as well as in the vernacular.

(d) The Committee agreed

(1) that there should be an Apprentice Act enabling Government to make it obligatory on the part of employers to admit apprentices under a regulated scheme;

(2) that there should be additional institutions for the training of technical teachers of all grades and that their salaries should be raised;

(3) that development of all grades of Technical education should, as far as possible, be on a regional basis and that special privileges should be given to backward communities;

(4) that provision should be made for giving wherever necessary adequate training to the returning soldiers of all grades at the expense of the State;

(5) that financial assistance by way of stipends and scholarships should be provided for technical schools and courses in the same manner as for general education in schools and colleges;

(6) that a hundred scholarships, spread over a period of five years, for advanced technical education, in India or abroad, should be instituted, and the grant of study leave and deputation should be revived; and

(7) that the control of technical and industrial education should continue to be the sole responsibility of the Madras Government as at present.

III. With reference to a suggestion which had been made during the discussions at the meeting of the Post War Reconstruction General Committee on the 30th November 1944, the Sub-Committee considered the question whether the present type of education, particularly elementary education, is suitable or whether it required to be modified on the lines, e.g., of the 'Wardha' system. The Committee resolved that there was no need to modify the present system of elementary education as it already embodies the good points of the Wardha Scheme.

IV. ~~At the instance of Government in the Development Department,~~ the Committee considered ~~the question~~ whether the rural recreation staff employed in the districts ~~as part of the 'prohibition' programme~~ should be retained, expanded and used for promoting adult education. After some discussion, the Committee resolved that the rural recreation scheme should not be amalgamated with the National War Front; that the scheme might be continued for another two years from 1st June 1945; that the scheme might be expanded and made profitable use of in connection with Post-war development schemes, particularly in respect of adult education; and that in the meantime, the question of handing over the organization to some other department might be considered.

V. Organizations for the promotion of Youth Welfare.

Sri R. Suryanarayana Rao explained the need for setting up an organization to look after the welfare of unemployed and homeless youths and to provide social and recreational facilities for youths who are in employment, and for starting activities on these lines in the Madras City, to begin with. Mrs. Parijatham Naidu pointed out that in the W.A.R.P.C. there existed an organization which was already doing this type of work for women, and that it had ~~had~~ now 42 centres in the City and 18 in the mofussil. The Committee noted this with pleasure and agreed that in view of this there was no need at present to set up any other organization for

women. In regard to boys, the Committee considered that provision should be made for the welfare of boys who are at present homeless, or who, though employed, have no facilities for social and recreational activities, and resolved that a Youth Welfare Council, representative of all communities, be set up by the Govt for Madras City as soon as possible, with representation from the two Government departments of Education and Labour, from the Madras Corporation, from the University and from those voluntary associations that are now conducting Youth Clubs; and that this Council be requested to submit proposals to Government.

VI. Priorities:

With reference to paragraph 30 of the Proceedings of the previous meeting, the question of priorities in the plan for the first five years was further considered.

It was agreed

(a) that the schemes relating to the output of teachers and the enhancement of their pay should take the first place;

(b) that the schemes relating to compulsory education (including provisionof midday meals) and the schemes relating to technical education should be dealt with, together, as next in importance;

(c) that schemes relating to the medical inspection of school children should stand next;

(d) that schemes relating to Physical education should follow after that in importance; and

(e) that at all stages the interest of the returning soldier should be a point for primary consideration.

VII. Period for the Plan:

At the previous meeting the Committee had considered that the proposals for compulsory attendance up to Standard V should be carried out within ten years but had deferred for further consideration the question of the period of time within which the remaining proposals could be carried out; the Committee proceeded to consider this point; the Committee resolved that a total period of 20 years may be aimed at as a suitable period for the completion of the other objectives of the Plan.

VIII. The Committee agreed that the resolutions passed so far may be presented to the General Committee at its meeting on the 28th December.

T. Duraiswami
Chairman
21.12.44

Edn. and P.H. Dept.

D. O. No. 2768 A3 dated 23-12-44

12 241

Private

Dear Mr. Suryanarayana Rao,

Your letter of the 15th December forwarding a copy of your minute in regard to the pay of teachers

The Chairman of the Education Sub-Committee is of opinion that the first point raised in your letter, viz., that there should be an immediate implementing of the principle of having uniform scales of pay for teachers under all types of management, cannot appropriately be taken up in a plan which is for post-war development. Now that the Sub-Committee has completed its sittings and its report is to be presented to the General Committee at its meeting to be held on the 28th December, it will be for you to consider whether you should raise the second point at that meeting.

I am also

-2-

I am also to acknowledge your letter of the 18th December with the note sent with it.

Yours sincerely,

Sri R. Suryanarayana Rao,
"Mascot Ville",
20, Edward Elliot Road,
Mylapore.

MRS. P. PARIJATHAM NAIDU
Commandant.
Phone: Res. 86192. Office 8477.

WARPC
STRIVE & SERVE

Government House,
MOUNT ROAD,
MADRAS.

20th Dec. 1944.

SECRETARY, EDN. AND P. H. DEPT. 20 DEC 1944 GOVERNMENT OF MADRAS

Do0. 125/44. 59422

Dear Mr. Subramaniam,

I do not know if you could make out what I had hastily written yesterday.

I am herewith enclosing a copy of the printed report for your information; this will give you an idea of how the Corps started, its aims and what is being attempted at present. A copy of the G.O.No.1622, Public (Civil Defence) Dept. dated 26th May 1944 is also enclosed.

I take the liberty of sending you a true copy of the report of Mrs. M. N. Clubwala, one of our Advisory Committee members, who had recently attended the W.V.S. Conference at Delhi and a copy of the remarks made by Col. McRoberts when he addressed the Guild of Service, Madras under the Presidentship of Her Excellency the Hon. Lady Hope on 8th Dec. - mainly to show you that the Corps' work is gradually expanding and is receiving recognition and that any scheme for the welfare of women in Post-war planning may be safely entrusted to this organisation as it establishes direct contact with women on the one hand and has specially trained its officers for this work on the other.

This, you will agree, is necessary to prevent dissipation of efforts and public funds and to avoid confusion in the minds of the women which would otherwise prevail if there are similar women's organisations with similar aims leading to over-lapping (such as adult education centres for women, rural recreation centres for women, women welfare (youth) centres etc.).

Yours sincerely,

P. Parijatham Naidu

To
Mr. M. V. Subramaniam, I.C.S.,
Vice Chairman & Secretary,
Education Sub-Committee,
Post-war Reconstruction (Co-ordination) Dept.
Fort St. George

Submitted for perusal.
[The Sub-committee has conducted its deliberations]

To be filed with the relevant b/p — Register of the proceedings of the 2nd meeting of the Sub-committee.

23.12.42

Women's A. R. P. Corps:

Mrs. Naidu writes;

The Women's A. R. P. Corps was started on 4th June 1941 with Mrs. C. J. Nicoll as the Commandant. This was found necessary because the women of our City and Presidency had to be educated in protective measures in the event of any raids. The advent of aeroplanes having revolutionised modern warfare, every civilian, man, woman or child was exposed to danger and consequently every one had an important part to play in the home front. Hence the need for educating our women folk in advance.

The training given by the members of the Corps proved so valuable and the serviced rendered by volunteer ladies extremely helpful, that Government recognised that the Corps was discharging a work of great material importance and decided that the fellowship thus built should not die. So the Corps has been made permanent

and will be included in Post War Reconstruction plans. We are always impeded by lack of funds and our Committee would welcome the help of all interested in such work. There are now eight schools in Madras who welcome visitors.

Children's Aid Society :

Mrs. Clubwala writes :

The Children's Aid Society continues to fill in a great need in the City, more so due to the larger population. There are greater number of destitute boys and girls chiefly admitted for thefts. destitution, etc. Many are returned to their parents or are put on probation or otherwise sent to suitable institutions. The Junior and Senior Certified Girls Schools are still away at Tanjore and are continuing to do useful work. A few girls who have finished their training in the school are now studying to be Nurses and Teachers. It has long been the desire of the Society to fulfill a great want of a home for mentally backward

and Government are providing all facilities to enable it to carry on its work of civic and social welfare for our women.

Addressing the members of the Corps when it held its first parade on 18th April 1944, Sir Hugh Hood, Chief Adviser to His Excellency the Governor of Madras, said that he was impressed with the importance of the work done by the Corps and the unselffish public service they rendered, making the organisation a great success, and hoped that with their help and co-operation, the movement would spread to all towns in South India and from towns to villages, continuing to do valuable work in helping women to lead happier lives and to raise the standard of living throughout the country. On this occasion, Her Excellency the Hon'ble Lady Hope took the salute and presented the Corps' Flag with the Corps' motto 'STRIVE AND SERVE'. Her Excellency was pleased to say that she was proud of the Corps and every member in it. She exhorted them to carry on the great work of social service which will be of inestimable value to the country after the war and counted on them all to do their best in combining to help women to realise their responsibilities and to work for the welfare of the whole community.

The Corps is now expanding rapidly both in number and in work. There are now more than 6,000 members and 18 Mofussil Branches besides the 42 Centres in the City. Each Division in the City and each Branch in the Mofussil is under the Divisional and Branch Leader respectively assisted by a number of Area Leaders and Active Members who are also voluntary workers and include lady doctors, health visitors, teachers and several other non-official ladies anxious to do useful service during their leisure moments.

The work of the Corps is of two kinds—war-time efforts and peace-time work and now that the Corps is made permanent, both are combined in places were A. R. P. still continues. Women are educated in simple

Protective Measures, Stirrup Pump Drill and Fire Fighting with practical demonstrations, first aid, etc. House-to-house propaganda is carried out and the Propaganda Van is effectively used to carry the message to women in the Cheries and in crowded areas.

Members have understood the spirit of the new peace-time scheme and are giving us greater co-operation. Both in the 42 Centres in the City and in the 18 Mofussil Branches, weekly Centre Classes and monthly meetings are held at convenient places and times to suit the women of the locality who attend these and learn not only useful things such as handicraft, sewing, domestic science etc., but also to address gatherings. All possible encouragement is given to make them come out from their homes, mix and converse with others, widen their outlook, increase their knowledge and benefit by the experience of others. Every attempt is made to make these classes and meetings interesting and useful. Each Centre also undertakes slum work in one of the neighbouring cheries or slums. On 11th September Hcr Excellency the Hon'ble Lady Hope, active as ever in a good cause, spent a strenuous morning visiting the various Centres at Vepery, Purasawalkam, Triplicane and Mambalam. It was indeed an encouraging experience and a happy augury of the part that the women of our country can and will play in building up a happy and healthy society.

In order to properly equip the Instructresses and Staff Officers for the new work, a Special Training Course was arranged at Madras. This Course comprised of all subjects relating to women such as Domestic Science, Needle Work, Home Craft, Maternity and Child Welfare, Home Gardening, First Aid, Home Nursing, etc., and was conducted intensively for 7 weeks. Lady Hood was pleased to inaugurate the Course and said that she was happy to be associated with such a momentous fuction. On 21st October 1944 Her Excelleney the Hon'ble Lady Hope visited the Training Camp at Chetpet and witnessed the practical demonstrations in the preparation of face powder, pomade, vinegar, paint and soap, etc. Mr. A. H. Southern. Deputy Secretary to Government also visited the Training Camp and spoke to the Trainees on the importance of the W.A.R.P.C. Movement. Her Excellency very kindly gave a party to the Trainees at Government House, on 30th October.

We are most fortunate in having as our President, Her Exgellency the Hon'ble Lady Hope who at every stage guides us and gives us all encouragement. The Corps is deeply indebted to her—a debt which can never be paid. The Corps is grateful to Mrs. M. N. Clubwala for her continual help in all matters and at all times

GUILD OF

Statement of Accounts for the

RECEIPTS	Rs.	A.	P.
I. General			
To Balance on hand on 1-10-1943 ...	1,278	1	6
,, Subscriptions and Donations for 1943-44 ...	280	0	0
Total ...	1,558	1	6
II. Stranded			
To Balance on 1-10-1943 ...	93	11	0
III. Convalescent			
To Balance on 1-10-43 ...	93	0	0

GOVERNMENT OF MADRAS.

Received 44. Abstract. Registered 44.
War - Women ARP Corps - Revised scheme - Sanctioned.

Public (Civil Defence) Department.

G.O.No.Ms.1622 Dated the 26th May 1944.

O R D E R:

With the termination of Civil Defence Schemes in most of the mufassal towns in which they were organised, His Excellency the Governor has had under consideration what should be the future of the Women ARP Corps. He considers that this organisation has already done work of great national importance and being in the main a voluntary organisation, should be retained and as far as possible expanded but that it should undertake new forms of social service. This will require a nucleus of paid staff, which will be provided at Government expense. It is not to be expected that each branch will develop uniformly all lines of activity suggested in the following paragraphs and these are set down to serve as a general guide for the organisation of the Corps but they are not to be considered as being specific limits outside which the Corps cannot undertake such activities as it may seem useful and desirable from time to time.

It is essential that the organisation should retain its mainly voluntary character. General control of the activities of the Corps will be vested in a Provincial Executive Committee of which Her Excellency has kindly consented to be the chairman. The Commandant of the Corps will be Secretary and Executive Officer. Each Branch will also have its own Executive Committee and while these committees will be subject to the general supervision and control of the Provincial Executive Committee in matters of policy, each branch will be encouraged to develop its own individual line of activity and over centralisation should be avoided.

Membership of all Committees should be restricted to a reasonably small number of persons. The Government will nominate the members of the Provincial Executive Committee for a term of 3 years. Each member of the Committee will retire at the end of 3 years but will be eligible for re-nomination, while for the local committees, members will be appointed by the Provincial Executive Committee, but collector and the Commandant of the Women ARP Corps will be expected to assist the Provincial Committee in selecting suitable persons if the Provincial Committee so desires. As in the case of membership of the Provincial Committee the term of members will be for three years, but retiring members will be eligible for reappointment.

At present there are relatively few branches in active operation, but it is the intention of the Government that new branches should be formed, preferably in District Headquarters' towns to begin with, but this expansion must inevitably depend to a large extent on local initiative. Branch leaders must be selected from persons living in the locality and in selecting them it is particularly necessary to choose persons of energy and initiative. Branch Instructresses should also, as far as possible, be selected from persons living in the town where the branch is formed.

Each branch will have to have at least one paid Instructress. The Commandant of the Corps will be the appointing and dismissing authority and have general supervisory control over all paid staff and will exercise any disciplinary powers that may be necessary. Each Instructress will discharge the function of Secretary and Executive Officers for the local Committee with which she will be expected to work in the closest harmony.

In those branches which are now functioning Instructresses have already been appointed. These Instructresses should be brought to Madras for further training in the new subjects i.e., domestic Science, home nursing etc. The course of training should last for a month or six weeks and the Commandant is requested to prepare a complete syllabus of training and submit it to Government for approval. Instructresses called into Madras for training will be granted Travelling Allowance in accordance with the Madras Travelling Allowance Rules for Government servants of their salary classes. As new branches are formed, more Instructresses will have to be appointed and trained and for this purpose the Commandant will have to arrange further courses similar to that referred to above as the necessity arises, but it should be borne in mind that no course should ordinarily be held for a class of less

than 10 or 12 Instructresses.

After they have undergone training, the local branch Instructresses should be able to instruct the members of the branch in all the various subjects mentioned in the Annexure to this order. This annexure contains a syllabus of activities which the Commandant of the Women ARP Corps has submitted for the consideration of Government and which has received their approval. It may however, be necessary to supplement the work of the local Instructresses by visits from specialist Instructresses who will conduct more intensive courses in the particular subjects in which they specialise. Here again the Government desire as far as possible to avoid over centralisation and each branch must be encouraged to draw on local talent for specialist instruction i.e., a local Medical Officer should be asked to assist in training in First Aid and the local Veterinary Officer on care of animals and so on.

In Memorandum No.3893/44-2, Public (Civil Defence) dated the 31st January 1944 the Government directed the District Magistrates to provide suitable accommodation for Women ARP Corps branches in their offices, but this has not been found satisfactory. As the work of the corps is likely to take place mostly in the late afternoon on every evenings, that is, at a time when school buildings are not in use for school purposes, the Government consider that the best method of providing accommodation for branches of the Corps will be to utilise some rooms in girls' schools in the various towns. The Director of Public Instruction is requested to invite heads of girls' schools to assist local branches of the Women ARP Corps in this way to the maximum extent possible.

The question has been raised, particularly by branches situated in towns where Civil Defence measures have been withdrawn, that the name of Women ARP Corps is no longer suitable. The Government consider that for the present, Women ARP Corps should continue to be the name of the Organisation throughout the Presidency.

2. His Excellency the Governor is also pleased to permit the Commandant of the Women ARP Corps to incur an expenditure not exceeding Rs.40/- per month on rent to provide buildings for the location of branch offices in the mufassal and Rs.60/- in the case of City where this is found to be essential.

3. In towns where the ARP is still functioning the expenditure will be debited to "64.B.Civil Defence- Section I- Expenditure poolable in accordance with the slab system-a.Expenditure on ARP-B.Training and education of Public (ii) ARP Publicity" and in towns where there are no ARP measures the expenditure will be debited to "64.B.Civil Defence-Section IV- Expenditure borne wholly by the Provincial Government- a. Expenditure on ARP-G.Controlled by Public Department-Authorised-Women ARP Corps in towns where there are no ARP measures.

(By order of His Excellency the Governor)

A. H. Southorn,
Deputy Secretary to Government.

PRN.15.7. /True copy/

ANNEXURE.

1. First-Aid: Home Nursing, Medical welfare, Maternity and Child care, proper nursing of babies.
2. Sanitation and Hygiene: Cleaning campaign, if possible of houses and streets - Supervision of this work.
3. Domestic Science scheme: Practical cooking - Making of different things - Specialities - Preserves - Jams, Chutney etc. Nutrition and health - Care of invalids, particularly children.
4. House Fire-Fighting Parties: Individual homes and in residential Institutions.
5. Recreation:
6. Gardening:
7. Physical activities including games, Music, dance and Folk-lore.
8. Simple education: for women.
9. Handicraft: Simple articles suited to the locality made from inexpensive materials and fancy articles if any required.
10. Needle(work) Craft: Useful articles and simple patterns simple patching and mending.
11. Welfare work of all sorts such as care of wives of disbaned wounded soldiers - Visiting schools and hospitals etc.
12. Other work such as Salvage, saving of scrap.

253 (12)

Lt. Col. McRobert, speaking at the annual meeting of the Guild of Service, on December 8, after appealing to the educated women to help the authorities to get the proper class of recruits to the nursing profession, said:

"In this connection I am particularly interested to see the activities of the W.A.R.P.C. This organisation is to carry on its activities after the war under a somewhat different guise. The members, with an elementary training in home science, with a knowledge of the rudiments of dietetics and the fundamentals of hygiene, should be able to exert a tremendous influence in the towns and villages in the Presidency; and I appeal to the public to strengthen this particular branch of social service activity, because I feel they will be able to influence the people in the villages."

Mrs. M. N. Clubwala's Report of the Proceedings of the W.V.S. Conference at Delhi with reference to the work of the Women's A.R.P. Corps, Madras.

****

Mrs. Godfrey, Hony. Secretary, W.V.S., who had personally visited and seen the W.A.R.P.C. at Madras, mentioned in her all India Report, under the Presidentship of Her Excellency Vicountess Wavell, that the work of the W.A.R.P.C., Madras, was unique in nature because while in Calcutta and elsewhere it only interested in the Air Raid Precuations, Madras was also interested in social service and post-war planning.

At this meeting were present most of the Governors' wives (9 of them) and several of them asked Mrs. M. N. Clubwala for details of the W.A.R.P.C., especially Mrs. Casey. The Vicereine in a personal conversation with Mrs. Clubwala made detailed enquiries about the W.A.R.P.C., its Centres, the Special training given to the officers etc.

Various appeals were made from for women workers to take an interest in the families of soldiers, sailors and airmen in India. It seemed, from the general conversation, that in this matter, though there were paid workers for this special item, the workers were not educated enough to really cope with work of this nature. Mrs. M. N. Clubwala on behalf of the W.A.R.P.C. offered to get the help of the W.A.R.P.C. in the Madras Presidency if required.

The Vicereine was very grateful for this suggestion and told Mrs. Srinivasan who is running the Bureau in the Centre, to seek help from the W.A.R.P.C.

The Alumni Association

Y. M. C. A COLLEGE OF PHYSICAL EDUCATION, SAIDAPET, MADRAS.

C. MANASUNDARAM, B. A., *President.*
A. P. SINGH, B. A., *Hon. Secretary & Treasurer.*
R. S. GOVINDARAJAN, M. A., *Joint Secretary*

SECRETARIAT TO GOVERNMENT
28 DEC 1944
1602
POST-WAR RECONSTRUCTION

Madras, 23rd. Dec. 1944

Chairman,
Post-War Education Sub-Committee,
Post-War Reconstruction Committee,
Madras.

60191

Sir,

A special committee of the above Association, which made intensive study of the Report by the Central Advisory Board of Education on Post-War Educational Development in India, with particular reference to Health and Physical Education and Recreation, has drawn up its observations and suggestions. Kindly give consideration to these and please let us know in what way we can be of further service to your committee.

P.W.R(e)
G.O. 1602/44-1
28-12-44

Post(e)

ASST. SECRETARY TO GOVERNMENT
28 DEC 1944
EDUCATION AND PUBLIC HEALTH DEPT.

Yours faithfully,
C. Mohanasundaram
C. Mohanasundaram, President.
9 Rajabadhar Mudaly St.
Perambur, Madras.

...ASSOCIATION, Y.M.C.A. COLLEGE OF PHYSICAL ...
SAIDAPET, MADRAS.

Observations and Suggestions on Health and Physical Education on the Report by the Central Advisory Board of Education on Post-War Educational Development in India.

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1. PHYSICAL EDUCATION is looked on merely as an amenity to scholastic life. It is not tackled as a part of education or as an agent for promoting positive health and building national fitness.

2. CONTENT OF PHYSICAL EDUCATION for the various grades (Junior and Senior Basic, High School, University, Technical, etc., Adult, Handicapped) as well as Teachers' Training Institutions, will have to be worked out in the same way as it is beingdone for the other aspects of education.

To show the stupendous nature of the task of training adequate number of teachers of physical education, the following figures taken from the Sargent's Report of the number of teachers and pupils in the post-war scheme, will help us to work out an approximate number of teachers of physical education on a modest basis of one teacher for 250 trainees:

Type of Institution.	No. of Pupils.	No. of Teachers.	No. of teachers of Physical Education.
Junior Basic	36000,000	12,29,533	
Senior Basic	156,00,000	6,25,560	62,400
High School.	72,52,920	3,62,640	29,000
University	2,40,000		10,000
Teacher' Tr.		22,17,733	8,870
			Total: 1,10,270.

For the purpose of the above enumeration, we have taken only the main block of the national system, viz., Basic Schools and High Schools, the teachers' training institutions concerned and the University education. Even without adding up the number of teacher of physical education needed in Technical, Commercial and Art education, Adult education, Institutions for the Handicapped, for Urban Recreation, Industrial Recreation, Rural Recreation, Youth Organisations and Social Service Agencies, and for the teachers' training institutions for each one of these, it is roughly estima that over a lakh of leaders in physical education and recreation have to be trained. The five Training Institutions of Physical Education that are in existence today are hardly enough even to m

25th Dec. Draft

May be submitted for personal ... A2
May be filed with the papers relating to the deliberations of the 25th Sub-committee.

SECRETARY, EDN. AND P. H. DEPT. 8 JAN 1945 GOVERNMENT OF MADRAS

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...l wastage among teachers due to retirement or death.

4. PHYSICAL EDUCATION IN TEACHERS' TRAINING INSTITUTIONS: Junior Basic School teachers who will have to function in the class-rooms as well as in the playgrounds, will have to be given intensive training in the "Play-Way" ~~xxx~~ of education, as the main principle of it 'learning through activity' has been ~~xxxxxx~~ endorsed by educationists all over the world and emphasised in the Report.

Teachers in Senior Basic and High Schools will have to be trained adequately so that they will intelligently co-operate with Specialists in Health and Physical Education in the 'play-for-all' and Play-~~fi~~l-Games' programme.

NEED FOR AN EXPERTS' COMMITTEE:

A Committee of Experts in Health and Physical Education and Recreation shall at once be appointed ~~x~~ to draw up the content for the various grades and the details necessary for a national scheme of health and physical education and recreation, as a part of it post-war planning in HEALTH AND EDUCATION.

3. TRAINING INSTITUTES FOR HEALTH AND PHYSICAL EDUCATION AND RECREATION. Even according to the report, the need for teachers of physical education have been expressed. But where are they going to be found? In the Report there is no provision for training qualified physical education teachers. We regret to point out that it is a glaring omission for which we were not prepared in any scheme of education for India. We make the following recommendations

(a). Centres forintensive professional training in health and physical education and recreation, shall, without delay, be inaugurated in every province in India.

(b). Centres already in existence shall be given State Aid, sufficient to enable them to maintain a high standard of efficiency, to expand to meet the increasing demand for training centres.

(c). Training shall be made available to suitable candidates, free of cost and with stipendary help as recommended for all other teachers.

(d). Degree Course in Physical Education: Advance courses in health and physical education and recreation shall be available

centres which will lead to the Degree of Bachelor of Physical Education, B.P.E., to be awarded by the respective Universities.

(e). Post-Graduate Research in Health and Physical Education shall be made available in all the Universities in India and to suitable candidates specialised training may be arranged in American Colleges of Physical Education and similar institutions in United Kingdom and U.S.S.R.

(f). Teachers of Health and Physical Education: That an adequate number of teachers with professional training shall without delay be selected, trained and placed in charge of the health and physical education programme in all schools, colleges and universities. There shall be at least one Graduate teacher of Physical Education in each one of the schools. The following scales of pay are suggested for School Physical Directors and Instructors and it is a little more than for teachers of other subjects for the simple reason that they cannot supplement their income through private tuitions, etc.:--

Graduates with Physical Directors' Diploma	Rs. 80 - 5 - 175.
Intermediates with High Grade Certificate	" 70 - 4 - 135.
S.S.L.Cs. with Lower Grade Certificate.	" 60 - 3 - 100.

For the colleges and universities, the qualifications, status and salary of these teachers shall be on a level with those of other subjects.

(g). Play-Areas, Facilities and Equipment: In the educational millennium that is envisaged, will schools without playgrounds and play facilities be tolerated to exist?

All educational institutions shall provide adequate playgrounds facilities and equipment for an intensive intra-mural 'Play-for-All' and 'Play-all-Games' programme.

(h). Health Education and Services: The Director of Health and Physical Education shall be in charge of a standard, carefully planned and graded programme of health education in all educational institutions. School Medical Officers who may be able to give only part-time service to a group of educational institutions shall be responsible for medical diagnosis and treatment, and shall co-operate with Directors of Health and Physical Education

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...th services, follow-up work, nutrition, teaching of personal and environmental hygiene. The scheme of physical education shall include all corporate activities that emphasise physical fitness, social services, camping, scouting, etc.

Submitted by the
Sub-committee
Appointed by the Alumni Association,

1. O. Mohanasundaram, B.A.,
Physical Director,
B.&.C.Mills, Madras.

2. C.C. Abraham, B.A., M.P.E.,
Director of Health Education,
Y.M.C.A. College of Physical
Education, Saidapet, Madras.

3. C.A. Abraham, B.A.,
Physical Director,
Madras Christian College.

4. R.S. Govindarajan, M.A.,L.T.,
Physical Director,
Chintadripet High School,
Madras.

GOVERNMENT OF MADRAS

POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPARTMENT

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REPORT OF THE EDUCATION SUB-COMMITTEE TO THE POST-WAR RECONSTRUCTION GENERAL COMMITTEE.

The Sub-Committee held two meetings—one on the 28th and the 29th November, and the other on the 19th December 1944. At the first meeting the Committee considered the report on educational post-war reconstruction in the Madras Province prepared by the Director of Public Instruction, except the portions relating to bifurcation of secondary school courses, universities and technical education. Shortly after this meeting, the Chairman set up an *ad hoc* Committee to examine questions relating to technical education. The Committee was required to " report on expansion of Technical Education in all its branches with particular reference to the immediate need for technical personnel to carry out the various plans of Government for Post-War Development especially in the first five years." The Committee's report was received on the 14th December.

2. At the second meeting of the Education Sub-Committee the portions of the report of the Director of Public Instruction which had been left over at the previous meeting, with special reference, in regard to Technical Education, to the *ad hoc* Committee's report referred to above, were considered.

3. At the meeting of the Post-War Reconstruction General Committee held on the 30th November, the proceedings of the first meeting of the Sub-Committee could not be presented at its sitting which had concluded only on the previous day; but the Chairman made a statement on the work done by the Sub-Committee; in the discussion that ensued a few points were raised, and the Chairman mentioned that these would be considered by the Sub-Committee. As it was found that these points except one, viz., whether the present type of education required modification, had been fully discussed already and were covered by the previous decisions of the Sub-Committee, only this point was put to the Sub-Committee at its second meeting.

4. The Proceedings of the two Sub-Committee meetings are presented to the General Committee for its consideration.

Dated 21st December 1944.

PROCEEDINGS OF THE EDUCATION SUB-COMMITTEE.

28th and 29th November 1944.

PRESENT :

AUSTIN, Mr. T. (*Chairman*).

SUBRAMANIAN, Mr. M. V. (*Vice-Chairman and Secretary*).

MUIR, Mr. D. I. R. (*Convenor*).

Sir MEVEREL STATHAM.

VIJAYARAGHAVAN, Mr. C. K.

MASTERMAN, Mr. C. H.

DODWELL, Dr. D. W.

D'SOUZA, Rev. J.

MONA HENSMAN, Mrs.

PARIJATHAM NAYUDU, Mrs. P.

SITARAMA REDDIYAR, Sri K.

SURYANARAYANA RAO, Sri R.

ABDUL RAWOOF SAHIB Bahadur, Khan Sahib, D.

MIR AMIRUDDIN Begum S.

RAMUNNI MENON, The Hon'ble Diwan Bahadur Sir K.

KRISHNASWAMI AYYAR, Rao Bahadur K. V.

The Sub-Committee agreed to co-opt the following as members of the Sub-Committee :—

ABDUL RAWOOF SAHIB Bahadur, Khan Sahib.

POPLEY, Rev. H. A.

DESOUZA, Miss.

SIVARAJ, Rao Bahadur N.

MIR AMIRUDDIN, Begum S.

RAMUNNI MENON, The Hon'ble Diwan Bahadur Sir K.

KRISHNASWAMI AYYAR, Rao Bahadur K. V.

DIRECTOR OF INDUSTRIES AND COMMERCE.

CLUBWALA, Mrs. M. N.

RUTHNASWAMI, Mr. M.

SURYANARAYANA RAO, Sri R.

The Sub-Committee took up for consideration the report on Educational Post-War Reconstruction in the Madras Province prepared by the Director of Public Instruction.

1. *Mass education.*—(*a*) It was agreed that compulsory education for both boys and girls of all communities should be introduced in all areas, in the first place from standards I to V, providing additional accommodation and staff to the extent necessary in areas already served by existing schools, and opening new schools in school-less areas with sufficient population, and building them up to V Standard schools.

(*b*) It was agreed that, after the scheme for compulsory education up to V Standard had been completed, the further step should be taken of extending compulsion to the VI, VII and VIII Standards by stages.

2. (*a*) The Committee decided that the enforcement of compulsory attendance should be the duty of the Education department and not of local boards. The Committee decided to leave it to the Government to consider the best means of collecting the fines from recalcitrant parent.

(*b*) The Committee also decided that Welfare Officers should be appointed to implement compulsory attendance and that they should have legal powers to enable them to bring the children to school.

3. The Committee agreed that a free midday meal should be provided for every child whose parents were not able to afford to feed it sufficiently to allow it to benefit from education.

It was suggested that it might be possible to levy contributions in kind by way of local cess at harvest time, for the purpose of providing free meals, but it was recognized that the process might be cumbersome and would throw a lot of work on the collecting agency.

4. It was agreed that no special steps need be taken in regard to pre-primary education.

The Committee noted that nursery schools may be attached to elementary schools under the existing rules. The Committee considered that, where creches are in existence, e.g., in factories, provision for proper instruction and supervision should be made.

5. It was agreed that a special enquiry should be made to discover the numbers of physically and mentally handicapped children in the Province before a programme of advancement could be drawn up.

6. *Secondary Education—Boys.*—It was agreed that in the scheme of expansion of boys' schools it should be ensured that—

(*a*) backward areas should be provided with the same facilities as forward areas; and

(*b*) the needs of backward communities and of communities who did not use the local language of the area (such as Muslims and certain sections in the Kanarese population) were taken into account. A suggestion was made that a special staff should be appointed or expanded (where it was already in existence) to look after the special needs of backward communities.

7. The Sub-Committee resolved that there should be no further restrictions imposed on the admission of pupils from primary schools.

8. It was agreed that in secondary schools particularly, and in all grades of institutions generally,—

(*a*) a provision for visual instruction should be increased and educational institutions should have their own projectors and films, and

(*b*) increased use should be made of the radio and broadcasting for general educational purposes.

9. *Women's education.*—It was agreed that special provision should be made for elementary schools for girls in all areas in which co-education was not fully possible.

10. It was agreed that there should be an increase in the number of secondary schools for girls particularly in areas like the Ceded Districts and the Telugu districts where very few girls' secondary schools exist.

11. It was agreed—

(*a*) that there should be a considerable increase in the number of Arts Colleges for women;

(*b*) that more L.T. Colleges for women should be opened; and

(*c*) that these institutions should be spread over areas hitherto unprovided with such institutions.

12. *Education of backward communities.*—It was agreed that the special measures and special concessions which were now in vogue in respect of the Muslims, Scheduled Classes and aboriginal and hill tribes should be continued and increased.

13. *Anglo-Indian and European Education.*—It was agreed—

(*a*) that Anglo-Indian and European education should come more and more into line with the general educational scheme of the Province;

(*b*) that the aim should be so to strengthen Anglo-Indian and European education as to make the boys and girls coming from such schools at least as able as members of other communities to make their way in all professions;

(*c*) that one method of achieving these objects was to increase the permissible percentage of non-Europeans reading in Anglo-Indian and European schools;

(*d*) that without injuring vested interests or removing educational opportunities (a more extensive use of Article 159 of the Code of Regulations for European Schools being made than at present) the number of schools could be reduced and larger and better schools more economically maintained;

(*e*) that in certain areas in the plains where the school-going population of Anglo-Indians is very small and where the existing small European schools have no very distinctive characteristics of European education, the local community could use fully and profitably make use of the existing Indian schools;

(*f*) that the bias to be given to technical and vocational training in the general educational plan should be applied to European education also;

(*g*) that the teachers in Anglo-Indian and European schools should have their due share in any general scheme of raising the status and pay of teachers;

(*h*) that as a preliminary for an advance in European education a careful census should be taken so that no boy or girl was left without adequate education;

(*i*) that every boy or girl, no matter what their circumstances might be, should receive education up to the highest standard possible;

(*j*) that some form of compulsion should be introduced so as considerably to prolong the school-life of the Anglo-Indian and European child; and

(*k*) that the Government should give financial assistance, where necessary, to enable students to go on to higher education in Arts and Professional Colleges.

14. *Training of teachers.*—It was agreed in regard to mass education—

(*a*) that the aim should be the gradual replacement of higher elementary trained teachers by secondary grade trained teachers;

(*b*) but that, in view of the need for immediate expansion after the war, higher elementary trained teachers should continue to be used; and

(*c*) that the number of higher elementary and secondary training schools should be doubled.

15. With regard to secondary education, it was agreed that no large additions were required to the strength of men's L.T. Colleges.

16. *Physical education.*—The Committee agreed—

(*a*) that the Adviser to Government on Physical Education should be continued, if possible, on a whole-time basis;

(*b*) that the Woman Specialist in Physical Education should be continued;

(*c*) that there should ultimately be one Physical Director for each district and six Physical Women Instructresses in the Province;

(*d*) that the output of Physical Training Instructors and Instructresses should be very largely increased as soon as possible; and

(*e*) that a special cadre of teachers of Physical Education should be formed with increased pay.

17. The Committee accepted the proposal—

(*a*) that conditions of recognition of schools should lay greater stress on the provision of adequate playgrounds; and

(*b*) that in rural areas some small portion of land, which was usually available, should be definitely allotted to the elementary school for gardening and physical activities.

18. *Medical inspection.*—The Committee agreed that the Universities should make medical inspection in colleges compulsory, where this had not been already done.

19. It was agreed—

(*a*) that in secondary schools with the medical aid available, medical inspection and a medical inspection fee can be made compulsory;

(*b*) that the cost can be worked out at 12 annas for the first inspection and 6 annas for a repeat inspection; and

(*c*) that in regard to aided institutions, the arrangement may be that one-third of the cost of medical inspection is to be met by a special fee, one-third by the management and one-third by a grant from Government.

20. It was agreed—

(*a*) that the cost of medical inspection in elementary schools should be met entirely from public funds;

(*b*) that pending the maturing of schemes of expansion of medical relief under the post-war development plan, inspection should be arranged for through rural and other medical practitioners where available, and through a full-time departmental medical inspecting staff; and

(*c*) that special provision was necessary for the inspection of girls over the age of 10.

21. *Adult education.*—The Sub-Committee resolved—

(*a*) that there was need in this Province for giving further encouragement to existing institutions for carrying out schemes for making illiterate adults literate;

(*b*) that adult education (in the real sense) should be developed through University extension work, adult education centres with libraries, the regular educational institutions and the use of the radio and the cinema; and

(*c*) The Committee also suggested the introduction of a Library Act in the Province and the issue of departmental bulletins in different languages with the object of maintaining literacy.

22. *The problem of the returning soldier.*—The Committee resolved—

(*a*) that in all grades of institutions preference should be given to the returning soldier in the matter of employment, e.g., as teachers, physical instructors, instructors in technical subjects, pre-vocational instructors in higher elementary schools and bifurcated courses in secondary schools—whenever he is suitably qualified though not technically qualified under the rules;

(*b*) that special starting salaries, within the scales then existing, should be offered to the soldiers, where necessary; and

(*c*) that returning soldiers who were desirous of obtaining employment in educational and allied institutions but could not obtain it without special training, should be given every facility for being trained, completely free of cost, in agricultural, industrial, technical and teachers' training institutions and should be given a guarantee of preferential treatment in regard to employment.

23. The Sub-Committee agreed—

(*a*) that the existing educational concessions for the children and dependants of serving soldiers should be continued and extended for as long a period as might be necessary to see that all such children got a complete education; and

(*b*) that all such children and dependants, when in need as decided by the educational authorities, should be given completely free boarding and lodging in hostels and the Government should bear the cost where private institutions were not able to bear it. Such concessions should not, ordinarily, be given to pupils who could continue their education while living at home.

24. The Sub-Committee decided that there was no need to give preference in regard to employment to the children and dependants of ex-service men after they had completed their education.

25. *The pay of the teaching profession.*—The Sub-Committee agreed—

(*a*) that one of the major post-war educational reforms should be the improvement of teachers' salaries;

(*b*) that every effort should be made to introduce the minimum scales suggested in the report of the Central Advisory Board of Education;

(*c*) that while lower elementary and higher elementary grade teachers continued to be employed, a minimum salary of Rs. 20 should be laid down for any class of teacher under any management; and

(*d*) that the cost of the enhanced scales should, in the case of aided and local body schools, be borne by the Government to the extent the managements could not be made to share it. The Sub-Committee were, however, of the opinion that the managements must not be allowed to evade their responsibility in the matter and that some way must be devised to compel all managements, which were in a position to do so, to pay the minimum salary laid down without Government subsidies.

26. *Administration.*—The Sub-Committee agreed—

(*a*) that the minimum salary of officers in the administrative branch and of officers in the School Assistants' cadre should be fixed at Rs. 100;

(*b*) that the minimum salary of members of the Subordinate Educational Service in the Collegiate branch should be fixed at Rs. 150;

(*c*) that for the Provincial Service the minimum starting salary should be Rs. 250; and

(*d*) that there should be a Class I Educational Service with a scale of pay of Rs. 400—40—600—50—1,200 with a selection grade of Rs. 1,250—50—1,500 and Divisional Inspectors, Deputy Directors and Principals of first-grade colleges should be paid according to the selection grade scale of pay.

Diwan Bahadur Sir Ramunni Menon desired to put on record that, in his opinion, senior professors should also be graded under Class I.

27. The Sub-Committee decided that all the existing agencies would have to be made use of to the fullest extent in opening the new institutions and courses contemplated by the proposals under 'elementary schools'. The Government might have to open schools themselves when other agencies were not available. The Committee rejected the proposal that existing elementary schools from Standards I to V should all be taken over by the Government. As regards the new secondary schools and training institutions, the Committee decided that for these too, all the existing agencies should be utilized and Government might open schools where other agencies were not available.

28. The Sub-Committee rejected the suggestion that, in order to meet the cost of the proposals, a special education poll-tax over and above the existing educational cesses should be levied. They agreed, however, that some suitable form of provincial taxation should be imposed.

29. The Committee considered that the proposals for compulsory attendance should be carried out within ten years; but they decided to leave for further consideration the question of the period of time within which the remaining proposals could be carried out.

30. The Committee resolved that the following items of development should be included in the plan for the first five years:—

(i) Compulsory attendance up to Standard V, including the provision of mid-day meals and the proposals for the increased output of teachers.

(ii) The enhancement of pay to teachers in Government and non-Government schools and the enhancement of the pay of the officers of the Educational department.

(iii) An immediate increase in the provision of technical education in all institutions.

The question of priorities will be discussed further at the next meeting.

31. All questions relating to Universities and Technical Education were adjourned so that the Committee might have the benefit of the views of the members most concerned, who were unable to be present.

The next meeting will take place on December 19th, at 10-30 a.m.

T. AUSTIN,
Chairman.

PROCEEDINGS OF THE EDUCATION SUB-COMMITTEE.

Tuesday, the 19th December 1944.

PRESENT :

AUSTIN, Mr. T. (*Chairman*).
SUBRAMANIAN, Mr. M. V. (*Vice-Chairman and Secretary*).
STATHAM, Sir Meverel.
VIJAYARAGHAVAN, Mr. C. K.
DODWELL, Dr. D. W.
D'SOUZA, The Rev. Fr. J
HENSMAN, Mrs. Mona.
PARIJATHAM NAYUDU, Mrs. P.
SITARAMA REDDIYAR, Sri K.
SURYANARAYANA RAO, Sri R.
ABDUL RAWOOF SAHIB BAHADUR, Khan Sahib D.
MIR AMIRUDDIN, Begum S.
RAMUNNI MENON, The Hon. Diwan Bahadur Sir K.
KRISHNASWAMI AYYAR, Rao Bahadur K. V.
POPLEY, The Rev. H. A.
D'SOUZA, Miss.
KHALEELI, Mr. A.
CLUBWALA, Mrs. M. N.
RUTHNASWAMI, Mr. M.

Present by invitation.

IRWIN, Lieut-Col. H. R.
RAMUNNI MENON, Mr. K.
SIVASANKAR, Mr. T.
SUNDARAM, Mr. R. M.

I. The minutes of the previous meeting were confirmed.

II. The Committee took up for consideration the items in the report of the Director of Public Instruction which had been held over at the previous meeting, with special reference, in regard to Technical Education, to the report sent in by the *ad hoc* Committee which the Chairman had set up subsequent to the previous meeting—

1. *Secondary education — Boys — Bifurcated courses.*—(*a*) The Committee resolved that the scheme of bifurcated courses already approved by Government should stand and noted the suggestion made by the Fr. J. D'Souza, that there should be no compulsion in the process of diverting boys to these courses, and that there should be provision for boys who had started bifurcated courses to shift later on to the academic courses if they felt that they had made a mistaken choice.

(*b*) The Committee agreed that in the artisan engineering courses the students should have some part of their training in factories, workshops, etc.

(*c*) The Committee resolved that the bifurcated course in Agriculture with further appropriate training of not less than nine months may be made to lead to some form of Government service and that this would be specially applicable to the returning soldier; Lieut.-Col. Irwin suggested that this type of training would be useful in fitting returning soldiers for posts of Agricultural instructors.

(*d*) The Committee resolved that it should be left entirely to the option of managements whether to introduce bifurcated courses or not, except that it will be necessary for Government to see that all areas of the Province are given an opportunity to have suitably selected bifurcated courses.

2. *Women's education—Bifurcated courses in secondary schools.*—The Committee agreed that in girls' high schools the bifurcated courses suggested by the Director of Public Instruction should be introduced —viz., (i) domestic science and cookery; (ii) craft, including needlework, embroidery, sewing and tailoring; (iii) drawing, painting, design and photography; (iv) music and dancing; (v) secretarial work; and (vi) nursing services.

3. *University education.*—(*a*) The Committee agreed that Universities should relate themselves much more directly with the development of industry by making increased provision, (i) for engineering and technological instruction; and (ii) for research work, particularly research work connected with industry, keeping in mind the possibilities of savings in expenditure and increase in efficiency by institutions in large cities like Madras having common laboratories and a considerable amount of inter-collegiate work.

(*b*) The Committee agreed that when the Universities launch out on a programme of providing technological and engineering institutions, it is necessary that the Government should give them considerably greater recurring and non-recurring financial assistance than in the past.

(*c*) The Committee agreed—

(1) that besides the Engineering College proposed to be opened by the Annamalai University and the College of Marine and Aeronautical Engineering proposed by the Andhra University, one more Engineering College should be opened and it should be located in the Ceded districts; and that the highest priority should be given to this recommendation;

(2) that at least one more College of Agriculture should be started at a suitable centre and that the Forest College should be revived; and

(3) that the Andhra University should be persuaded to start Civil, Mechanical and Electrical Engineering, in addition to Marine and Aeronautical Engineering.

(*d*) The Committee considered the suggestion of the Director of Public Instruction that the abolition of the intermediate classes in the South Indian Universities with provision for a minimum three-year graduate course is a measure of reform immediately needed. After considerable discussion, the Committee resolved, by a majority, that this measure was not necessary.

4. *Technical education.*—(*a*) The Committee agreed—

(1) that there should be a considerable number of separate technical, industrial and trade schools in addition to the bifurcated classes in secondary schools;

(2) that diplomas below the degree standard should not be awarded by Universities but by the Technological Diploma Examination Board; and that more polytechnics should be started on a regional basis;

(3) that provision should be made for students who have taken technical subjects in the bifurcated school courses to proceed for further and more specialized technical training;

(4) that provision should be made for those already in employment who wish to improve their qualification, by having part-time courses in addition to the ordinary courses;

(5) that a practical course of training in Agriculture, leading to the award of a certificate, above the standard of the bifurcated course of a high school, but below that of a college course, is necessary both to meet the needs of the returning soldier and to provide a sufficient number of trained teachers;

(6) that the war-technicians training centres can, with adaptations, be used for the purposes of technical education, particularly for advanced technical training, and that these should be particularly suitable for returning soldiers; and

(7) that when conditions permit, the minimum educational qualification for admission to industrial schools should be raised to the VIII Standard or III Form.

(*b*) Begum Amiruddin raised the question of a Home Science College for women. The Committee resolved that there should be an institution for women, giving instruction in Home Science above the bifurcated courses and leading to a diploma.

(*c*) The Committee considered the proposal made by the Technical Education Committee that in the lower grades of industrial schools text-books should be in Roman script; it did not agree to this proposal; it resolved that in the lower grades of industrial schools technical terms in text-books should be in Roman script as well as in the vernacular.

(*d*) The Committee agreed

(1) that there should be an Apprentice Act enabling Government to make it obligatory on the part of employers to admit apprentices under a regulated scheme;

(2) that there should be additional institutions for the training of technical teachers of all grades and that their salaries should be raised;

(3) that development of all grades of Technical education should, as far as possible, be on a regional basis and that special privileges should be given to backward communities;

(4) that provision should be made for giving wherever necessary adequate training to the returning soldiers of all grades at the expense of the State;

(5) that financial assistance by way of stipends and scholarships should be provided for technical schools and courses in the same manner as for general education in schools and colleges;

(6) that a hundred scholarships, spread over a period of five years, for advanced technical education, in India or abroad, should be instituted, and the grant of study leave and deputation should be revived; and

(7) that the control of technical and industrial education should continue to be the sole responsibility of the Madras Government as at present.

III. With reference to a suggestion which had been made during the discussions at the meeting of the Post-War Reconstruction General Committee on the 30th November 1944, the Sub-Committee considered the question whether the present type of education, particularly elementary education, is suitable or whether it required to be modified on the lines, e.g., of the 'Wardha' system. The Committee resolved that there was no need to modify the present system of elementary education as it already embodies the good points of the Wardha Scheme.

IV. The Committee considered whether the rural recreation staff employed in the districts should be retained, expanded and used for promoting adult

education. After some discussion, the Committee resolved that the rural recreation scheme should not be amalgamated with the National War Front; that the scheme might be continued for another two years from 1st June 1945; that the scheme might be expanded and made profitable use of in connection with Post-war Development schemes, particularly in respect of adult education; and that in the meantime, the question of handing over the organization to some department other than the Revenue Department might be considered.

V. *Organizations for the promotion of Youth Welfare.*—Sri R. Suryanarayana Rao explained the need for setting up an organization to look after the welfare of unemployed and homeless youths and to provide social and recreational facilities for youths who are in employment, and for starting activities on these lines in the Madras City, to begin with. Mrs. Parijatham Naidu pointed out that in W.A.R.P.C. there existed an organization which was already doing this type of work for women, and that it had now 42 centres in the City and 18 in the mufassal. The Committee noted this with pleasure and agreed that in view of this there was no need at present to set up any other organization for women. In regard to boys, the Committee considered that provision should be made for the welfare of boys who are at present homeless, or who, though employed, have no facilities for social and recreational activities, and resolved that a Youth Welfare Council, representative of all communities be set up by the Government for Madras City as soon as possible, with representation from the two Government departments of Education and Labour, from the Madras Corporation, from the University and from those voluntary associations that are now conducting Youth Clubs; and that this Council be requested to submit proposals to Government.

VI. *Priorities.*—With reference to paragraph 30 of the Proceedings of the previous meeting, the question of priorities in the plan for the first five years was further considered.

It was agreed—

(*a*) that the schemes relating to the output of teachers and the enhancement of their pay should take the first place;

(*b*) that the schemes relating to compulsory education (including provision of midday meals) and the schemes relating to technical education should be dealt with, together, as next in importance;

(*c*) that schemes relating to the medical inspection of school children should stand next;

(*d*) that schemes relating to Physical education should follow after that in importance; and

(*e*) that at all stages the interest of the returning soldier should be a point for primary consideration.

VII. *Period for the Plan.*—At the previous meeting the Committee had considered that the proposals for compulsory attendance up to Standard V should be carried out within ten years but had deferred for further consideration the question of the period of time within which the remaining proposals could be carried out; the Committee proceeded to consider this point; the Committee resolved that a total period of 20 years may be aimed at as a suitable period for the completion of the other objectives of the Plan.

VIII. The Committee agreed that the resolutions passed so far may be presented to the General Committee at its meeting on the 28th December 1944.

T. AUSTIN,
Chairman.

Revelopment (S.P.O) Department.

H.O.No. No.20244-S.P.O/44-1. dated 24th May 1944.

RECONSTRUCTION - PLANNING.

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A copy of the General Hutton's D.O.No.4/Rs. dated 1st May 1944, to the Fourth Adviser to His Excellency the Governor may be communicated to Departments of the Secretariat. They may be requested to send their replies to the Government of India direct, and then send the connected files to the Special Development Officer (Development Department) for perusal.

2. So far as the Development and the Public Works and Labour Department are concerned, the reply to the Government of India will be prepared by the Special Development Officer.

S.G. Appa Rao Nayudu,
Assistant Secretary to Government.

Copy of D.O.No.4/RC, dated 13th May 1944 from the General Hutton, Secretary, Reconstruction Committee of Council Secretariat, New Delhi to the Fourth Adviser to His Excellency the Governor.

RECONSTRUCTION - PLANNING.

I am directed to refer to my D.O.No.4/RC dated 30th December 1943 regarding the submission of preliminary reports indicating all the larger post-war development schemes contemplated by Provinces and Indian States, in as full detail as possible. Some departments have already addressed Provincial Government and the others will do so shortly, unless the information has not already been arranged for otherwise.

2. The Government of Bombay have already completed the preparation of a comprehensive 5-year plan for post-war development and have submitted copies of the plan to the Central Government. One or two other Provinces expect to complete such plans in the near future. The Government of India have no doubt that the Provincial and State Governments will agree that such comprehensive plans for a specified term of years would, besides enabling the administrations concerned to initiate the action required to put the schemes into execution as soon as circumstances permit, be of considerable assistance to the centre in their efforts to secure uniform and co-ordinated development throughout the country and to be apprised in advance of the nature and extent of the assistant which may be required from the Central Government for the execution of the schemes. An experienced financial officer is being appointed in the Central Finance Department as Reconstruction Finance Officer to consider the financial aspects of post-war reconstruction planning for all parts of India.

Apart from these administrative considerations there is the propaganda and publicity aspect also to be borne in mind. A group of industrialists have brought out a 15 year 'plan' which is mainly a statement of objectives and it is understood that they will shortly issue a further pamphlet containing details of their schemes. The M.N.Roy group have also published their plan and the country would naturally like to know what the respective Governments are doing in the matter of post-war planning. The Central Government is now busy formulating a statement indicating their general policy in the matter of post-war development and giving a summary of the recommendations of the various Departments in respect respect of the subjects with which they are concerned. But this statement of policy and intentions can only be on broad lines and cannot present a comprehensive picture for the benefit of the country as a whole until definite plans are prepared by the Central and Provincial Governments in respect of the subjects for which they are severally responsible.

3. It is realised that Provinces have already done a great deal of preparatory work and may well be awaiting the visits of the various Development Officers referred to in Defence Department's letter No.33-DG(R)/15/43, dated 13-1-44 before drawing up a comprehensive plan. In view, however, of the time that is likely to elapse before such contacts can be made throughout India, it is felt that it would be convenient if a 'First Draft Plan' could be drawn up now as a basis for discussion. The Government of India understand of course that it will not be possible in existing circumstances to make available the number of qualified staff required to prepare plans in detail. All that is required at present is an outline plan based very largely on the materia already available

[illegal] ...

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...

Copy of D.O.No.4/RC dated 12-6-44, from B.G.Ghate Esq., Deputy Secretary, RCC. Secretariat, (North Block), New Delhi.

EDUCATION AND PUBLIC HEALTH

Reconstruction Committee of Council.

Will you kindly refer to your official letters Nos.26574-1E2 P.H. and 26049/G/44-1 EH. dated the 30th May 1944 and 26590-E1/44-1 P.H. dated 3-6-44 regarding Madras Government's post-war reconstruction schemes relating to Public Health, water supply and drainage?

2. The various departments of the Government of India are receiving detailed plans prepared by Provincial Governments on individual subjects, such as, those sent by you regarding health, water supply and drainage.

3. What is now required is a draft of a 'five-year plan' of all-round development which includes every subject in which post-war development is aimed at. As stated in General Hutton's d.o. letter No.4/RC of 13th May, it will suffice for the present to have a broad outline of such a plan, provided, of course, that detailed planning is on the basis of this

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outline is continued by the Provincial Government and any changes proposed in the outline are communicated to us periodically.

(CONFIDENTIAL)
No.4/R.C.

GOVERNMENT OF INDIA.
DEPARTMENT OF PLANNING AND DEVELOPMENT.

Secretariat, North Block,
New Delhi, the 20th October 1944.

From

Lieut.-General Sir Thomas Hutton, K.C.I.E., C.B., M.C.,
Secretary to the Government of India.

To

All Provincial Governments and Chief Commissioners.

SUBJECT:— Acceleration of Reconstruction and Development Planning.

Sir,

I am directed to refer to the correspondence resting with Defence Department's letter No. 33-D.C.(R)/I5/43, dated the 15th January 1944, on the above subject.

2. The Progress of war, particularly in recent weeks, makes it imperative to speed up Post-War Planning, both at the Centre and in the Provinces and States, if Governments are to escape being caught unprepared at the termination of the war. Moreover, with the creation of the Department of Planning and Development, the stage has been reached when policy decisions on the several subjects of Reconstruction and Development Planning can be taken and a co-ordinated plan for the whole of India evolved. It is essential for this purpose to have concrete data from Provinces and States which will enable the Government of India to envisage Planning and Development for India as a whole, to determine broad lines of policy and to effect the co-ordination by which uneven development can be avoided.

I am therefore directed to request that Provincial Governments may expedite the submission of their draft five-year plans, which, it is understood are already under preparation on the lines indicated in Secretary, R.C.C.'s letter No.4/R.C. of 15th May 1944.

3. I am further to state that it would be convenient if at the same time a general indication could also be given as to the further development contemplated under the various headings and of the cost involved. In certain cases the five-year plan will contain proposals which are part only of a comprehensive scheme intended eventually to cover the whole Province, e.g., education, health services, agriculture, roads, etc. In others, such as irrigation and electric power there may be large schemes under examination which will extend over a period of 15 years or more. In order that some approximate estimates may be made of future commitments it is obviously desirable that this information shall if possible be given.

4. The five-year plan should include the more urgent schemes, such as those which will facilitate the re-settlement and re-employment of ex-service personnel and projects which are an essential preliminary to post-war development as a whole— e.g., schhemes for training of technical and other personnel both in India and abroad, production of food, improvement of live-stock, etc. An approximate estimate should as far as possible, be given of the total recurrent and capital expenditure for each scheme proposed in the first five-year period though it may not be possible now to give a detailed annual programme. It would be most convenient if the information could be furnished in the form indicated in the Annexure to this letter. It is suggested, that after making due allowance for the size, population and state of development of the various Provinces, a plan on a similar scale to that adopted by the Government of Bombay might be suitable as a basis for discussion.

5. I am to request that Provinces may at the same time carry out a review of their financial resources, both actual and potential, and indicate the extent to which they may be able to finance their plans from their own resources. A separate letter will be addressed to Provinces on this subject.

6. A general indication of the funds which might be available from Central resources in the post-war period has been given in the Budget speech of H.M. Finance. This question is referred to in further detail in the Second Report of Reconstruction Planning. It should be realised that until these resources can be estimated

with greater certainty, and the post-war requirements of the Centre are more accurately known, it will not be possible to indicate in detail the extent to which the allotment of funds can be made to individual Provinces. A sub-division of this allotment will be possible only when the plans of the Provinces have been received and their financial proposals examined.

It will be noted that the quinquennial period referred to by H.M.Finance does not begin till 1947. It is realised, however, that it will be very desirable to commence certain aspects of the plan much earlier--e.g., schemes for training personnel and for providing employment for ex-soldiers. In some cases it will be possible to finance these from Provincial surpluses, but in the case of deficit Provinces the need for assistance from the Centre during this period is clearly envisaged. In view of the possibility of widespread unemployment due to the cessation of war industries and military works, and to demobilisation, it is especially important that large schemes for public works should be ready to be begun immediately on the cessation of hostilities especially in those areas where such unemployment may be a serious problem.

7. The Government of India would be grateful if, in forwarding the five-year plans, information could be given as to which of the schemes are especially likely to provide employment for men of the Defence Services and the extent to which and the period for which such men could be so employed.

8. In conclusion, I am directed to enclose a copy of a Five-Year Plan prepared by the Government of Bombay, and to say that the Government of India trust that it will be of assistance to the Provincial Government in preparing a plan, on the lines indicated in paragraphs 3 to 5 above.

The Government of India would be grateful if the Provincial Government(s plan could be forwarded so as to reach them not later than the 15th January 1945.

I am to add that the Government of India realise that the plan can only be on broad lines and that it must in some respects be incomplete and subject to revision. They feel, however, that the work of co-ordination and of examining the financial issues involved will be greatly facilitated by their receipt at an early date even if subsequently they may have to be revised.

I have the honour to be,
Sir,
Your most obedient servant,
T.J.HUTTON,
Lieut.-General,
Secretary to the Government of India.

Copies to--
All Departments of the Government of India;
Political Department; and
S.,G.-G. (Personal).

ANNEXURE.

I

In view of limiting factors such as finance, administrative and technical staff, etc., it may not be possible to take up all schemes for execution in all parts of the Province simultaneously. It will therefore be necessary to select schemes in order of urgency and importance and with due regard to the supervisory personnel likely to be available for giving effect to the plan. Moreover, it may be possible to achieve more visible and measurable results in the improvement of the general standard of life of the people by concentrating all practicable improvements in certain compact areas. If improvements were diffused throughout the Province, the progress in general well-being would be likely to be slow and perceptible only after the completion of the full long-term plan which may extend to 15 years or more. At the same time over-emphasis of the principle of "concentration" might result in the denial, even though for a short period, of the basic or urgent needs of the rest of the Province or the postponement of such schemes as would be unsuitable for introduction in concentrated areas, but none-the-less essential and urgent. In the circumstances the best course would appear to be to diffuse certain schemes throughout the Province and put others into operation in concentrated areas.

It is therefore suggested that the schemes be classified into the following four main categories:-

(1) SPECIAL PRIORITY SCHEMES.- In this class may be put schemes which might be started even before the termination of the war--e.g., schemes for training technical and other personnel both in India and abroad, to meet the existing and post-war demands for the extra staff required for post-war planning and execution. Preliminaries in connection with schemes which would provide employment for and facilitate the re-settlement of ex-service personnel should also fall in this category.

(2) ALL-PROVINCE SCHEMES.-- In this class will fall schemes to be spread over all districts and which are intended to cater to the more urgent and basic needs and prepare the way for more intensive development later.

(3) PARTICULAR AREA SCHEMES.-- These schemes, by their nature, will be suitable for introduction only in certain areas--e.g., anti-malaria measures, irrigation projects, etc.

(4) CONCENTRATED AREA SCHEMES.-- In this class may be included schemes intended for an all-round development of particular areas. The cumulative effect of this concentration is likely to yield quick and satisfying results and create a popular demand for the extension of activities to other areas. In selecting areas, particular attention may be paid to the problem of re-settling the defence services personnel. Areas most in need of development and where betterment in economic conditions is more urgent will of course fall into this class and in many cases they may coincide with those in which the problem of re-settlement islikely to be most difficult.

II

It is suggested that particulars in respect of each individual scheme, which will fall in one or other of the four main categories, referred to in I above, might be included in the form given below:--

(1) Serial No. of Scheme.
(2) Name of Scheme.
(3) Brief description of Scheme.
(4) Areas selected for application, if applicable.
(5) Time expected to be taken for execution.
(6) Brief details of staff required and how staff is proposed to be obtained.
(7) Rough estimate of cost at existing rates. This basis has already been adopted by certain Provinces but it seems possible that a figure of 50 per cent. above pre-war costs would be more likely to be correct as an average over the five-year period.
(i) Capital, (ii) Recurring.
(8) Extent to which the Scheme will be productive.

(9) Extent to which the Scheme will cater for returned service personnel.

(IO) General description of Plant, equipment or stores—
(i) to be imported from abroad;
(ii) to be obtained in India.

(II) Labour force required in the case of the larger schemes.

(I2) Whether the assistance of the Central Government is likely to be required for obtaining materials, machinery or technical personnel.

(I3) Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five-year periods.

(I4) Any other remarks or information.

III

To enable the Government of India to obtain an idea of the plan as a whole, at a glance, it is requested that a key statement in the form below may be furnished.

Subject of Development. (I)	Serial No. of Scheme. (2)	Approximate cost of five-year plan in thousands of Rupees. (3)		Category of Scheme (viz. Special priority, All Provinces etc) (4)	Special Remarks if any (5)
		(i) Capital.	(ii) Recurring.		
			Total		

Note.--It is suggested that the following headings be adopted for subjects of Development:-

(I) Re-settlement and re-employment of ex-service men, where the scheme is specifically for the purpose.
(2) Industries and Industrial Training.
(3) Roads.
(4) Road Transport.
(5) Electric Power Development.
(6) Mining Development.
(7) Irrigation, Waterways and Drainage.
(8) Other Public Works.
(9) Agriculture, (including Veterinary, Live Stock, Land Development. etc.)
(IO) Forestry.
(II) Fisheries.
(I2) Co-operation.
(I3) Instructional Propaganda.
(I4) Rural ~~Re~~ Uplift and Village amenities.
(I5) Education.
(I6) Public Health and Medical Services.
(I7) Housing and Town Planning.
(I8) Labour and Labour Welfare.
(I9) Scientific Research.

POST-WAR RECONSTRUCTION PLANNING
in
BOMBAY PROVINCE.

From

A.L.DIAS, Esq., I.C.S.,
Deputy Secretary to the Government of Bombay, Revenue Deptt.

To

The Secretary,
Reconstruction Committee of Council, NEW DELHI.

Sub:- Post-War Reconstruction.

Sir,

I am directed to state that a Plan for the post-war development of the Province is being prepared by the Government of Bombay and I append herewith a list of schemes which form an integral part of that Plan. The schemes relate to all Departments of Government but have been collated with a view to present a complete picture of a co-ordinated Post-war Plan for the Province.

2. The main objective of the Plan is to raise the economic level of the countryside, increase the well-being of its inhabitants and generally to improve the Province over a period of 15 years in every aspect of its social, economic and cultural life, both urban and rural. It is proposed that the execution of this comprehensive Plan should be divided as a working basis into three five-year periods. The list of schemes appended to this letter are those proposed for execution during the First Five-Year Plan.

3. It is clear, however, that all the possible schemes necessary to attain the objectives stated above cannot be taken up for execution in all parts of the Province simultaneously because of the limiting factors of finance and staff and the need of guarding against wastage in the actual expenditure of the taxpayers' money by ensuring proper and efficient supervision over the actual implementation of the Plan. A realistic approach to the subject of Post-war Planning, therefore, calls for a selection of schemes in order of urgency and importance and on the basis of the expected man-power likely to be made available for working the Plan.

4. Government have further considered whether the work involved in the various schemes should be spread uniformly over the entire Province or concentrated in selected areas and have come to the conclusion that only by concentrating all practicable improvements in compact areas will it be possible to achieve visible and measureable results in the improvement of the general standard of life. At the same time, an over-emphasis on the principle of 'concentration' might result in the denial, even though for a short period, of the basic or urgent needs of the rest of the Province or the postponement of certain schemes unsuitable for introduction in the selected areas. Government, therefore, have decided that certain schemes must be diffused throughout the Province and others put into operation in areas even if these do not happen to be the ones selected for intensive development.

5. The various schemes have, therefore, been classified into the following four categories:

(i) SPECIAL PRIORITY SCHEMES (Statement I).

It is proposed to put these schemes into effect as quickly as possible so as to meet, to some extent, the existing and more particularly, the post-war demand for the extra staff required for planning and execution.

(ii) ALL-PROVINCE SCHEMES (Statement II).

These schemes will be spread over all districts in the Province and are intended to cater for the more urgent and basic needs and prepare the way for more intensive development later on.

(iii) PARTICULAR AREA SCHEMES (Statement III).

These schemes by their nature are only suitable for introduction in certain areas, e.g., anti-malaria measures, irrigation or public health projects.

(iv)...

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(iv) 'CONCENTRATED' AREA SCHEMES (Statement IV).

Under this category is included a list of schemes, which may require to be supplemented later after a careful check has been made of the needs and possibilities of the 'Concentrated Areas' with a view to their all-round development, i.e., improving all areas within them liable to erosion; grazing areas; irrigation facilities; building all district and village roads; building school houses; securing the necessary number of trained teachers; encouraging local industries; providing water supply in the villages and towns; sanitation of larger towns; technical and agricultural high schools; organization of co-operative work; veterinary dispensaries in every taluka; proper health and medical arrangements, including stoppage of malaria, etc.

The cumulative effect of such a concerted drive on compact areas is expected to yield rapid and satisfying results, provide an excellent advertisement for Government's post-war Plans and create a popular demand for the extension of the Plan to other areas.

6. Nine districts have been taken as target for the 'Concentrated Areas' for the first five years. They are **

7. In making this selection, the Government was influenced by three factors:

firstly, the 'Concentrated Areas' must be distributed over various parts of the Province. At any rate, it is necessary to experiment everywhere;

secondly, it is essential to pay special attention to the needs of certain areas in the Province - areas particularly liable to famine, areas where the soil is particularly unproductive and areas generally in need of development; and

thirdly, the 'Concentrated Areas' should, as far as possible, correspond with the best recruiting areas. It must be remembered that the soldier is a member of the family, that anything done for his benefit helps his family and in turn his own village.

8. The Plan covers every aspect of non-industrial rural development, but does not deal with large scale industry. Industrial reconstruction is dependent on Planning by the Government of India and for it India must be regarded as a whole and industries located where they can be worked most economically. Government has, however, made a forecast of the number of workers likely to be displaced as a result of the changeover of the factories to a peace-time basis and also of the number of demobilised soldiers likely to return to the main cities and does not anticipate that Trade and Industry in the intial years after the war will have much difficulty in absorbing such persons. Government, moreover, is prepared to follow a policy of maintaining a high level of employment in urban centres as far as possible by an expansion of public works.

9. At the present stage it has not been possible to indicate the relative priority of schemes inter se as this would depend on the funds available. As a rough guide in deciding allocation of funds, the following priority has been adopted:-

(i) Communications. (ii) Agriculture. (iii) Public Health. (iv) Education.

10. The total cost of the First Five-Year Plan is expected to be in the neighbourhood of Rs.50 crores, and the ways and means of financing a Plan of this magnitude are being examined. Government has already instituted a Post-war Reconstruction Fund which, at the close of the year 1944-45, is expected to amount to Rs.7 crores. That will, of course, need to be considerably supplemented. Recourse may have to be had to either taxation or borrowing, or to both. Financial help will, it is hoped, be forthcoming from the Central Government. While it must be emphasised that the figure of about Rs.50 crores estimated to be required for the first five years of the Plan can be regarded as no more than a target, the Government of Bombay has every reason to hope that it will be possible to finance a Plan of the scale contemplated.

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11. A Plan without the men to execute it is useless and the most important factor in the success of Post-war Reconstruction will be the existence of adequate and efficient agencies to execute the schemes. It is for this reason, that Government has placed in the forefront of its Plan 13 Special Priority Schemes, 12 of which deal with the training of staff. Of these schemes five have already been sanctioned and others relating to the Medical, Public Health and Educational Departments are being examined and are expected to be put into operation shortly. In addition, the only Special Priority Scheme not solely concerned with staff, viz., livestock improvement, has also been sanctioned, as the cattle required for post-war years must be bred and reared now.

12. **

13. As regards the resettlement of soldiers, the Plan, especially in so far as it focuses the initial portion of reconstruction activities in the recruiting areas, will go a long way in assisting the resettlement of soldiers and their orderly and rapid absorption into civil life. Government considers that any attempt to segregate the soldier and make him the sole beneficiary of schemes of improvement would be unwise and prefers, therefore, that the lines of resettlement should be along the lines of general reconstruction. This does not, however, mean that specific schemes of direct benefit to ex-soldiers will not be taken up. Two such schemes, viz., Nos.4 and 78, are included in the Plan and certain others, e.g., acquisition of land for ex-soldiers, financing land improvement works, etc., are under consideration of Government. In addition, a statement of the consolidated staff requirements of the various Departments for the execution of post-war Reconstruction schemes is being prepared, so that the soldiers may know the various avenues of employment open to them.

14. It should be clearly understood that this Plan is by no means in the nature of an unalterable blue-print. It serves to define Government's aims, but no finality is claimed either for outline or details. Further consideration or alttered circumstances may - and doubtless will - necessitate considerable modification in the details of individual schemes; while in respect of the Plan as a whole there are, as already stated, several limiting factors, e.g., staff, material and, not least, finance.

15. A small Pamphlet describing the main features of the Plan has been published separately by Government.

Your obedient servant,

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LIST OF POST-WAR RECONSTRUCTION SCHEMES.

STATEMENT I.

Special Priority Schemes.

Scheme No.	Scheme.	Rough cost of 5-Year Plan in thousands of rupees. Capital.	Recurring.	Total.
**				
	Medical and Public Health.			
9.	Training of Subsidised Medical Practitioners in sanitary and public health work and expansion of existing facilities for the training of more Health officers, Sanitary Inspectors, etc.	3,05	13	3,18
10.	Improvement in medical education at the Grant Medical College, Bombay		2,70	2,70
11.	Establishment of a College of Nursing, Satara	6	1,23	1,29
	Education.			

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P.T.O.

Scheme No.	Scheme.	Rough cost of 5-Year Plan in thousands of rupees. Capital.	Recurring.	Total.
	Education.			
12.	Expansion of Engineering College, Poona, to meet Public Works Dept.'s Post-war demand for staff	9,18	5,02	14,20
13.	Training of Primary Teachers for employment in concentrated areas	30	6,70	7,00

STATEMENT II.
Schemes to be introduced throughout the Province.

Medical and Public Health.

32.	Establishment of a Medical College at Poona	4,00	4,04	8,04
33.	Estt. of a Medl.College at Ahmedabad	11,36	4,96	16,32
34.	Appointment of Medl.Practitioners of higher qualifications at dist. hd.qrs. hospitals	..	2,70	2,70
35.	Increase in the number of beds in the mofussil hospitals	8,52	7,36	15,88
36.	Creation of the cadre of technicians for X-ray and labaratory work	73	1,27	2,00
37.	Ambulance service to central hospls.	1,28	1,33	2,61
38.	Conversion of dispensaries into cottage hospitals	17,85	4,27	22,12
39.	Subsidised medl.practitioners)	To be introduced during the second five-year period.		
40.	Appointment of Nurse Midwives)			

Education.

41.	Strengthening of the inspecting staff	To be introduced in the sixth year.

STATEMENT III.
Schemes to be introduced in Particular Areas.

Medical and Public Health.

61.	Anti-malarial Measures	4	2,10	2,14
62.	Permanent Plague Organizations	35	16,45	16,80
63.	Estt. of Dt.Health Organizations in the Province of Bombay	1,18	28,11	29,29

STATEMENT IV.
Schemes to be introduced in concentrated areas.

Medical and Public Health.

89.	Conversion of dispensaries into college hospitals	16,80	3,95	20,75
90.	Subsidised medical practitioners	--	2,49	2,49
91.	Appointment of Nurse Midwives	--	44	44
92.	Improved sanitation and drainage in bigger villages and towns	Details not yet settled.		
93.	Improvement in village water supply	50,00	--	50,00
94.	Child Welfare and Maternity Centres	50	12,60	13,10
95.	Estt. of two more Health Units in the Province on the basis of the Health Unit at Sirur	5	1,63	1,68

Education.

STATEMENT IV.
Schemes to be introduced in concentrated areas.

Scheme No.	Scheme.	Rough cost of 5-Year Plan in thousands of rupees. Capital.	Recurring.	Total.
	Education.			
96.	Training of primary teachers for employment in concentrated areas	80	16,84	17,64
97.	Opening of hostels for girls	10	2,22	2,32
98.	Agricultural Bias Schools	20	5,60	5,80
99.	Additional primary schools to be opened in schoolless villages	..	9,95	9,95
100.	Provision of playgrounds and school farms	5,00	..	5,00
101.	Opening of 4 more Agricultural High Schools	1,40	3,86	5,26
102.	Technical High Schools	2,00	3,60	5,60
103.	Introduction free and compulsory elementary education in concentrated areas	3,00	68,04	71,04
104.	Construction of buildings for full grade primary schools in the concentrated areas.	1,60,00	..	1,60,00
105.	Strengthening of inspecting staff	11	7,89	8,00
106.	Medical inspection and treatment of school children	1,00	17,50	18,50
107.	Supply of Midday meals to primary school children in one taluka in Ratnagiri district	..	12,00	12,00

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Education and Public
Health Department.

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Fort St. George,
20th Novr. 1944.

Dear Sir Meverel,

Post-War Reconstruction.

I am desired to send for your information copy of Confidential letter No.4/R.C., dated the 20th October 1944, of the Government of India in the Department of Planning and Development, in which they ask to each Provincial Government/forward a draft 5-Year Plan so as to reach them not later than the 15th January 1945. This Government have decided that their draft Plan should be sent

PTO

within the time, even if it be a roughly drawn up one.

So far as Education is concerned, the Sub-Committee of the Provincial Committee meets on the 28th November, as you know. Assuming that the main lines of development will be settled at that meeting, I am to ask whether you will be in a position to furnish a First 5-Year Plan in the form required by the Government of India, by about the 20th December.

Yours sincerely,
(o/c.)

Sir R.M.Statham, MA, CIE, IES,
D.P.I.

CONFIDENTIAL.

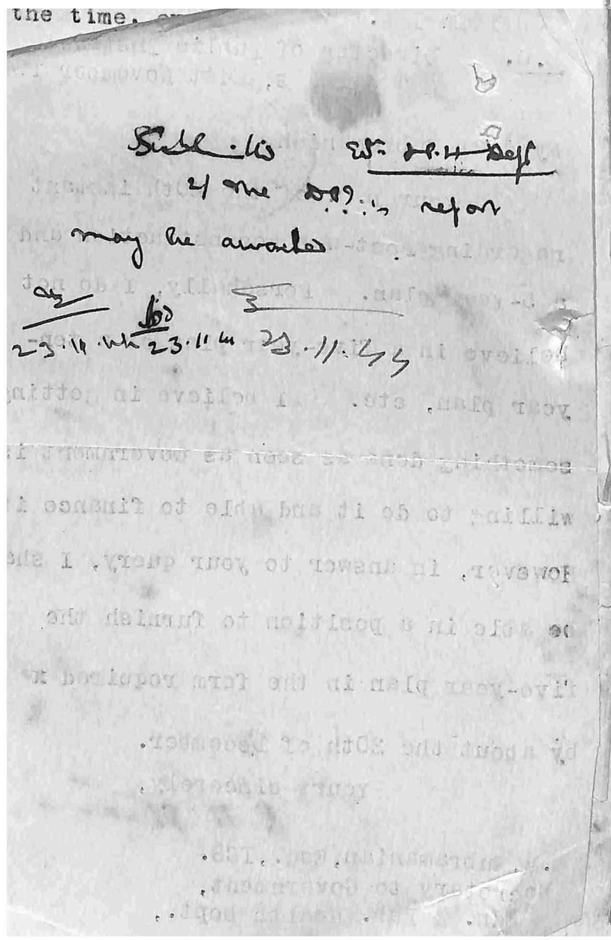
D.O. Director of Public Instruction,
Madras, 1st November 1944.

My dear Subramanian,

Your D.O. of the 20th instant regarding Post-War Reconstruction and a 5-Year plan. Personally, I do not believe in a five-year plan or a ten-year plan, etc. I believe in getting something done as soon as Government is willing to do it and able to finance it. However, in answer to your query, I shall be able in a position to furnish the five-year plan in the form required by about the 20th of December.

Yours sincerely,
R. M. Statham

M.V.Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Dept.,



Copy of Post-War Reconstruction (Co-ordination) Department's U.O.Note No. 1265/44-1, dated the 30th November 1944.

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Departments of the Secretariat are informed that the next meeting of the Post-War Reconstruction General Committee will take place on the 28th December 1944 at 11 A.M.

His Excellency has expressed the hope that all sub-committees which have not already done so will be able to submit reports to the General Committee, at this meeting, so that the committee's general approval may be obtained for the schemes to be incorporated in the Province's 5 year plan to be sent to the Government of India by the 15th

15th January 1945.

As Secretary, P.W.R.(C) will be absent from Madras between 10th December and 22nd December 1944, the Government have ordered that reports for submission to the General Committee should on this occasion be prepared by the secretaries of the committees concerned.

D.I.R. Muir,
Secretary to Government.

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D.O. Director of Public Instruction,
M a d r a s, 11th December 1944.

SECRETARIAL DEPT. 12 DEC 1944 GOVERNMENT OF MADRAS

My dear Subramanian,

58226 Your D.O.No.11051/43-270 P.H. dated the 4th December regarding the five-year plan. I am sending herewith an educational five-year plan as desired by Government.

Yours sincerely,

R. N. Sen

M.V. Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Deptt.,
Fort St. George.

CONFIDENTIAL.

Report on a 5-year plan for post-war reconstruction in the Madras Province.

***

It is difficult to arrange a programme of expansion and development under separate heads for a five-year plan because so many of the proposals already made in my Report on Educational Post-War Reconstruction in this Province and accepted by the Post-War Reconstruction Sub-Committee on Education are inter-dependent. For example, the introduction of compulsion largely depends on the availability of teachers and again the question of obtaining the necessary supply of qualified teachers depends considerably on the raising of the pay of the teaching profession generally.

I recommend, however, that in our five-year plan for education Government should take up the following schemes in order of priority and attempt to complete them within the first five years.

(1) The raising of the pay of teachers of all grades to a minimum already suggested in my report. In order to do this and to meet the needs of the introduction of compulsion as well as the needs of improving the scales of pay of departmental officers, an expenditure of approximately Rs.4 crores will be necessary in the first five years.

(2) In my post-war reconstruction report I have suggested that it may take 10 years to provide the necessary number of teachers for the various proposals in the report and I estimated that, irrespective of training colleges, the doubling of the output of our training schools would approximate to Rs.20 lakhs. In view however of Government's desire for a five-year plan, I suggest that, as a minimum, this sum of Rs.20 lakhs should be spent during the first five years on the increase of trained teachers. This

figure

figure does not include provision for specialised staff connected with technical education.

(3) Irrespective of compulsion, the introduction of a midday meal for all poor children in elementary schools should have priority. The cost of this scheme which I recommend should be introduced during the first five years, as already estimated, is Rs.3.4 crores.

(4) In my report I have recommended that universal compulsion for all boys and girls of school-age and in Standards I to V should be introduced as early as possible. In the discussions of the Post-War Reconstruction Sub-Committee on Education I estimated that in view of the absence of schools in school-less areas and in view of the necessity for a large increase in the output of teachers, we could not have complete compulsion throughout the Province in Standards I to V until about after 10 years. The estimated cost from all sources of complete compulsion in Standards I to V is Rs.3.78 crores. Under the circumstances, I recommend that Government should accept an estimated expenditure under this head of Rs.2.5 crores during the first five years.

(5) In my report I have recommended that a very essential post-war reform is the introduction of medical inspection, particularly, in elementary schools. It must be realised, however, as mentioned in my report, that the widespread introduction of medical inspection and remedial work must depend on the programmes of the Medical and Public Health departments. If an estimate of cost is to be given for the first five years based on the approximate estimates given in my report, I recommend that at least Rs.25 lakhs be put down under the head medical inspection.

(6) The special Post-War Reconstruction Technical

Education

Education Committee desired that technical education at all stages and under all departments should be given a high priority in the post-war planning. The Committee, however, did not make an attempt to estimate the cost of its proposals. As far as my department is concerned, for obvious reasons, it is not possible to give an estimate of cost for the expansion of technical education below the University stage, such an expansion depending entirely on how soon we can increase the number of secondary and higher elementary schools for boys and girls. In my report approximate estimates have been given of proposals in connection with the expansion of technical education at the University stage, but these estimates depend very largely on the availability of staff and equipment, particularly in connection with the proposals for the Andhra University. Taking all factors into consideration, I recommend that Government should put down as a possible expenditure on technical education in my department during the first five years Rs.1 crore.

(7) In my report I have stated, "one of the most urgent post-war needs is a great improvement in the opportunities afforded for physical education in all grades of institutions and in the supervision of the work of physical education in all grades of institutions". With regard to the cost of my recommendations it will be covered by the estimates given in item (1) above.

(8) With regard to the other items dealt with in my report, namely, The education of girls and women, The education of backward communities, European education, Adult education and The problem of the returning soldier, it does not seem necessary in the case of girls and women, backward communities and the returning soldier to make separate estimates of cost. The proposals I have made in these connections are closely connected with all other general

estimates

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estimates of cost. The development of European education and of Adult education as proposed will involve an expenditure during the first five years of a comparatively small sum.

It will be seen from the figures given above that my total proposed expenditure, in the first five years, amounts to approximately Rs.11.35 crores. In this connection however I think that the Madras Government, in sending ~~the~~ a report to the Government of India, should point out, as I have pointed out in my report that the estimated total expenditure will not entirely fall on Provincial revenues. Some portion at least of the expenditure will fall on public (Local bodies) revenues and private sources.

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305 (153) Ed & D. Dept. Education.

1. Serial Number of the scheme	1
2. Name of Scheme	Training additional teachers
3. Brief description of the scheme	The intention is that the full No. of additional teachers required for the introduction of compulsory ely. edn. in the whole province should be brought into existence in the course of five years. This can be done, for the most part, by providing additional training sections in the existing trg. institutions and to a limited extent by opening addl. trg. schools where necessary.
4. Areas selected for application, if applicable.	Throughout the province
5. Time expected to be taken for execution.	Five years
6. Brief details of staff, required and how staff is proposed to be obtained.	Staff will be employed on the scale prescribed in the Madras Edl. Rules and all the personnel required will be recruited locally.
7. Rough estimate of cost at existing rates Capital Recurring	As the idea is to utilise, as far as possible, existing trg. institutions no considerable expenditure under 'Capital' is contemplated at present. Recurring: Rs 20 lakhs per annum
8. Extent to which the scheme will be productive	Will not be productive as no fees will be levied in these schools
9. Extent to which the scheme will cater for returned service personnel.	Returning service personnel if qualified will be selected both for trg. and for employment as teachers in the new trg. sections & schools.
10. General description of plant, equipment or stores (1) to be imported from abroad (2) to be obtained in India	The equipment required will be mostly furniture which can be obtained locally
11. Labour force required in the case of the larger schemes.	Nil
12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.	No

2nd year 4 Lakhs
3rd " 8 "
4th " 12 "
5th " 16 "
20 "
60 Lakhs

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.

The whole expenditure can be stabilised at Rs 20 lakhs per annum at the end of five years.

14. Any other remarks or information.

1. Serial Number of the scheme 2

2. Name of Scheme — Improving the scales of pay of the staffs and establishments employed in schools and colleges.

3. Brief description of the scheme — The aim is to introduce the minimum scales of pay suggested in the report of the Central Advisory Board of Edn. While the addl. cost of applying the scales will fall wholly on Govt. in so far as institutions maintained directly by them are concerned, the addl. cost in respect of institutions maintained by local bodies and private managements will be borne by Govt. to the extent to which the managing agencies cannot be made to share it.

4. Areas selected for application, if applicable. ~~The scheme will be inforces as soon as the Govt. approvexitx~~ The whole province

5. Time expected to be taken for execution. — The scheme will be put into force as soon as the Government approve it.

6. Brief details of staff, required and how staff is proposed to be obtained. ..

7. Rough estimate of cost at existing rates
Capital ..
Recurring .. for each of the five years
3 Crores per annum:- This takes into account also the cost of the considerable additions which will have to be made to the staff ~~now employed~~ employed on the physical trg. of pupils in all grades of institutions and also to the supervisory staff employed in that connection.

8. Extent to which the scheme will be productive "

9. Extent to which the scheme will cater for returned service personnel.

Such of them as are qualified will be absorbed in the vacancies reserved for them by the War Service personnel recruitment rules

10. General description of plant, equipment or stores
(1) to be imported from abroad
(2) to be obtained in India

11. Labour force required in the case of the larger schemes.

12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.

The cost for five years
> 15 crores

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.

14. Any other remarks or information.

1. Serial Number of the scheme	
2. Name of Scheme	**Introduction of compulsory elementary education**
3. Brief description of the scheme	**At present about 3 million children are at school; four more millions remain to be brought under instruction. The intention is to bring about a third of these or roughly 1.33 millions under instruction in the course of the first five years.**
4. Areas selected for application, if applicable.	**Areas selected from throughout the province from time to time according to local needs and circumstances.**
5. Time expected to be taken for execution.	**Five years**
6. Brief details of staff, required and how staff is proposed to be obtained.	**Staff on the scale prescribed in the rules relating to the administration of elementary schools in the province. The whole personnel can be recruited locally**
7. Rough estimate of cost at existing rates Capital Recurring	.. **40 lakhs** **2.2 ~~lakhs~~ crores**
8. Extent to which the scheme will be productive	**Will not be productive as no tuition fees will be levied ~~from~~ elementary school ~~teachers~~**
9. Extent to which the scheme will cater for returned service personnel.	**Qualified service personnel will be employed to the extent to which they become available.**
10. General description of plant, equipment or stores (1) to be imported from abroad (2) to be obtained in India	
11. Labour force required in the case of the larger schemes.	
12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.	

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.

The completion of the scheme of introducing compulsory elementary education will be accomplished in another five years and will involve a further expenditure of Rs 80 lakhs non-recurring and Rs 4.40 ~~lakhs~~ crores per annum recurring.

14. Any other remarks or information.

1. Serial Number of the scheme

2. Name of Scheme — Provision of mid-day meals for poor children attending elementary schools.

3. Brief description of the scheme — It is proposed to bring the scheme into operation in respect of the three million children now at school and the further 1.33 millions which will be brought under instruction in the first five year period.

4. Areas selected for application, if applicable. — All areas throughout the province served by the existing schools and by the new schools which will be opened in the first five years.

5. Time expected to be taken for execution. — Five years

6. Brief details of staff, required and how staff is proposed to be obtained. — The agency to be employed for providing meals will be settled with reference to local conditions.

7. Rough estimate of cost at existing rates
   Capital .. 29 lakhs ~~crores~~
   Recurring 4.90 ~~lakhs~~ crores per annum at the end of five years.

8. Extent to which the scheme will be productive

9. Extent to which the scheme will cater for returned service personnel.

10. General description of plant, equipment or stores
    (1) to be imported from abroad — for the first year 1.40 + .20 crores
    (2) to be obtained in India — 2nd .. 2.40 + .60 ..
    3rd .. 3.40 + .90 ..
    4th .. 3.40 + 1.20 ..
    5th .. 3.40 + 1.50 ..
    Total for five years 17 + 4.90 = 21.90 crores.

11. Labour force required in the case of the larger schemes.

12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.	The further development of the scheme will keep pace with the expansion of the scheme of compulsory education. As it is, the intention is to complete the latter process in another five years. The provision of mid-day meals for the additional pupils which will be brought under instruction during this second five years period will be Rs 18 lakhs non-recurring and 3 ~~lakhs~~ crores recurring, per annum.
14. Any other remarks or information.	

KD 2.1.43

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1. Serial Number of the scheme	5
2. Name of Scheme	Expansion of technical education.
3. Brief description of the scheme	The proposal is to launch on a scheme of providing considerable facilities for technical edn. in all grades including collegiate standard; opening of an additional college of Agriculture and the revival of the Forest College, Coimbatore which was abolished a few years ago. Expansion will generally be on the lines recommended by an Ad hoc Committee which recently reported on the matter.
4. Areas selected for application, if applicable.	Areas to be selected from throughout the province according to local needs and conditions.
5. Time expected to be taken for execution.	Five years
6. Brief details of staff, required and how staff is proposed to be obtained.	Details not yet worked out. It will be possible to recruit a portion of the required staff locally. Arrangements will be made to send persons for trg. overseas whereever such trg. is considered necessary.
7. Rough estimate of cost at existing rates Capital Recurring	Building : Rs 51 lakhs Equipment & Plant: 97½ lakhs Rs 33 lakhs per annum
8. Extent to which the scheme will be productive	Not productive except in the sense that a small portion of the recurring cost will be covered by fees levied from students.
9. Extent to which the scheme will cater for returned service personnel.	Provision will be made at the expense of the State to returned soldiers of all grades for giving wherever necessary adequate training
10. General description of plant, equipment or stores (1) to be imported from abroad (2) to be obtained in India	Details yet to be worked out
11. Labour force required in the case of the larger schemes.	
12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.	Likely to be required: the extent and nature of the assistance can be determined only after the schemes have been worked out in detail and are about to be put into execution.

For the 1st year 1.2 lakhs
2nd " 2.4 "
3rd " 3.6 "
4th " 4.8 "
5th " 6.0 "
Total for 5 years 18.0 lakhs

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.

14. Any other remarks or information.

1. Serial No. of the scheme	158
2. Name of Scheme	Medical inspection of school pupils
3. Brief description of the scheme:	The idea is that ultimately school medical inspection should be linked up with the general medical and public health service. Pending the attainment of that objective inspections will be arranged ~~for~~ through the agency of registered medical practitioners selected for the purpose. They will have to be paid fees for the conduct of the inspections. So far as colleges are concerned, the medical inspectors' remuneration will be covered by fees recovered from students. A portion of the remuneration in the case of secondary schools will also be similarly covered by fees realised from pupils. The whole cost of the inspection in the case of elementary schools and a portion of the cost in the case of secondary schools will fall on Government except to the extent to which local bodies can be made to share it.
4. Areas selected for application, if applicable.	Throughout the province
5. Time expected to be taken for execution.	Five years.
6. Brief details of staff, required and how staff is proposed to be obtained.	Registered medical practitioners selected for the purpose.
7. Rough estimate of cost at existing rates: Capital: Recurring	Nil Rs 14 lakhs per annum
8. Extent to which the scheme will be productive.	Nil Registered medical practitioners who return from the Defence services, ~~will be preferred in~~ selecting Medical Officers for the conduct of the inspections.
9. Extent to which the scheme will cater for returned service personnel.	
10. General description of plant, equipment or stores (1) to be imported from abroad (2) to be obtained in India	
11. Labour force required in the case of the larger schemes	
12. Whether the assistance of the Central Government is likely to be required for obtaining materials machinery or technical personnel, etc.	
13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five year periods.	The inspection of roughly two-thirds million pupils in elementary schools and the inspection of pupils in secondary schools will be provided in the second five year period. This will cost about Rs 11 lakhs recurring per annum.
14. Any other remarks or information:	

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A (159) 317/14

No.F.114-1744-E.
GOVERNMENT OF INDIA.
Department of Education, Health and Lands.
New Delhi, the 30th November, 1944.

57168

From

John Sargent, Esquire, C.I.E.,
Joint Secretary to the Government of India.

ASST. SECRETARY TO GOVERNMENT
5 - DEC 1944
EDUCATION AND PUBLIC HEALTH DEPT.

To

All Provincial Governments.

-.-.-

Sir,

I am to refer to the Government of India, Department of Education, Health and Lands letter No.F.26-21/44-CAB dated the 11th May 1944, forwarding the Report prepared in regard to Post-War Educational Development. Some Provincial Governments have already sent in their comments on the Report as a whole or on certain parts of it but it is hoped that by now all Governments will have had time to examine the report in detail and to reach general conclusions as to how far, within the general lines laid down therein, it will be possible to formulate a detailed plan of educational development suited to the special needs of the areas for which they are responsible.

2. In regard to a matter like Education, the Govt. of India appreciate, as the Central Advisory Board have emphasised in their report, that unlike other forms of national activity, it does not lend itself to short term planning. The training of teachers, the provision of sites and buildings and other preliminary undertakings, which may well occupy the greater part, if not the whole, of a 5-year programme, pre-suppose a further period of expansion during which they will be brought into use. Each programme in fact must embody preparations which can only become fully effective in the succeeding periods, and this process must continue until the logical conclusion is reached and a comprehensive system providing for all essential needs has been established. For this reason a short term programme of educational development cannot profitably be drawn up until at least the general outlines of the whole structure have been determined.

Moreover, the parts of any sound educational system must be closely integrated. A good system of primary instruction will not achieve the desired result or justify the requisite expenditure if it does not lead on to secondary education in a variety of forms suited to the varying needs and aptitudes of adolescents. Similarly a liberal provision of education in the higher stages will be largely wasted if it is not systematically fed with well prepared students from the lower stages. In suggesting, therefore, that Provincial Governments should prepare schemes of educational development covering five years in the first instance, the Govt. of India recognise that these must be formulated with full regard to the successive stages that will be required before the final objective is reached.

3. The Govt. of India hope that the Central Advisory Board's Report, in the preparation of which provincial representatives took a prominent part, provides the framework within which a comprehensive system of public instruction suited to the needs of all the regions and peoples of India may ultimately be erected. They regard it as a most important feature of the report that while indicating the broad lines which development should follow and prescribing certain essential requirements in this connection, it leaves Provincial Governments free to plan in the way best suited to the needs of their areas and to approach the general problem from the angle or angles which their existing provision or their immediate requirements may suggest as most urgent.

4.....

4. While the Board's scheme as a whole would appear to call for little further comment or definition, there are certain aspects of it about which the Govt. of India think it may be helpful to express their considered opinion. It is almost a platitude that the success of any educational system depends, above all, on the quality of the teachers. The admitted defects of the present system may largely be ascribed to the extremely unattractive conditions of service offered to teachers, and particularly the salaries hitherto paid in the lower stages of education. The Govt. of India are also aware that the pay of teachers will very largely determine the total cost of education and that the requirements prescribed for their education and training will similarly affect the rate at which they can be recruited. They, therefore, feel it necessary to state that subject to any special arrangements which may be made in the case of ex-service personnel, they would be unable to assist financially any scheme which does not satisfy the minimum requirements prescribed by the Board, both in regard to the remuneration and the education and training of the teaching profession. It may well turn out that the Board's recommendation in these respects will not prove sufficient to attract men and women of the right type in the light of conditions that may obtain after the war.

5. A second matter to which the Govt. of India desire to call attention is one to which little reference will be found in the Board's report. The Board, looking forward to a system in which the educational needs of all will be impartially catered for, rightly regarded it as unnecessary and even undesirable to refer to any specific provision for special castes or communities. The Govt. of India recognise, however, that if all such castes and communities are ultimately to be raised to the level of educational equality, special provision may be necessary to safeguard their interests or accelerate their progress during the transitional period, and they have no doubt that Provincial Govts. will pay due attention to this question in framing their schemes.

6. The Govt. of India also hope that special attention will be paid to the education of girls and women. In this respect the Board have laid down in their report a general principle to which few will take exception viz. that wherever provision may be made for boys and men, not less should be made for girls and women. Apart from the great effect on the standard of living of the people generally, and the progress of education in particular, which the rapid spread of enlightenment among women is bound to produce, the need for an adequate supply of women teachers is one of paramount and immediate importance and can only be satisfied by a rapid expansion of female education.

7. There is another class of the community, who in the immediate future, will have a strong claim to special consideration by the Central and Provincial Governments and from among whom a useful contribution towards the solution of certain aspects of the educational problem may well be found. These are ex-service men and women. It is not suggested that in recruiting members of their permanent teaching establishments, Provincial Govts. should accept much lower standards in the case of ex-service personnel. Since the quality of teachers is all important, this would defeat the whole object of educational reconstruction. It is, however, hoped, with the cooperation of the military authorities, to establish during the period of demobilisation, or perhaps even before, special facilities (including shortened intensive courses) for training those ex-service men and women whose previous educational background, personal character and military record suggest that they would make effective teachers. Apart, however, from the possibility of recruiting substantial numbers of ex-service men and women to what may be described as the normal categories of teachers, there are many other employments in connection with educational reconstruction [illegible] which may look to ex-service personnel for suitable recruits. Among these may be mentioned school attendance officers, medical attendants, physical training experts and the great variety of organisers or "leaders" in various forms of activity who will be required in connection with the development of the plans for social, recreative and physical training. The Board have also contemplated that a number of workers who are not professional teachers should be recruited for the adult education campaign and ex-service men and women may find useful employment here also.

8. In conclusion, the Govt. of India wish to make special reference to one branch of education which is not only receiving increasing importance all over the world for its own sake but has also a special contribution to make towards reconstruction. This is Technical Education and it is hardly necessary to point out the important influence which the rapid development of this form of instruction at all stages is likely to have in correcting the present over-academic bias of Indian education generally and introducing a more realistic atmosphere into the curricula of schools and colleges. The Central Advisory Board have expressed the opinion that for reasons given by them technical education at the higher stages should be organised on an all-India basis, and the Govt. of India have already addressed Provincial Govts. in this connection. In the meantime, however, it will be appreciated that technical education at the higher levels cannot achieve full success unless it is supplied with an adequate and continuous supply of well prepared students from below. The Govt. of India hope that Provincial Govts. will include in their earliest programme the necessary provision for developing or increasing the lower stages of technical education, including technical high schools, junior technical schools, trade schools, etc.,....

etc., as well as the preliminary craft training in junior and senior basic schools.

9. The Govt. of India trust that the general indications of policy and the other suggestions contained in this letter may be helpful to Provincial Govts. in preparing their plans and that in view of the urgency of proceeding as quickly as possible with reconstruction, these plans may be submitted at the earliest possible date. There will no doubt be general agreement that the preparation of plans or the implementing of certain parts of them e.g. technical education or the training of teaching, administrative and other essential personnel should not await the cessation of hostilities.

10. Within the limits of the staff at their disposal the Govt. of India will be glad to afford any assistance in their power to Provl. Govts. in connection with the preparation of their education programmes. They will also be prepared to aid in placing abroad for training such members of their administrative and teaching staffs as Provincial Govts. may select for this purpose with a view to their subsequently occupying key posts in educational reconstruction. The question of sending abroad students for technical education and training is being dealt with in a separate communication which is being addressed to Provincial Governments.

I have the honour to be,
Sir,
Your most obedient servant,

/sd/ Illegible
JOINT SECRETARY.

Separate letter sent under endorsement No. 5-7862/44-3 dt. 18.12.44.

'Bahuguna'
20-28.11.44-D.

D.O.No.
5-1664-1

Education and Public Health Department, Fort St. George.
8th December 1944.

Dear Sir Meverel,

Post-war Educational Reconstruction
Letter from the Government of India, Department of Education, Health & Lands, No. F.114-1/44-E, Dated 30-11-1944.

I am desired to forward a copy of the letter cited above for your information. While most of the points occurring there have been taken into account in framing the Madras Plan a few appear to require further examination, particularly the prospect of obtaining Government of India's financial assistance for improving the qualifications of teachers with reference to the decision taken in Madras to retain and continue higher elementary training for sometime (para 4 of the letter) and the desirability of accepting the Government of India's assistance in training personnel abroad for occupying key posts in the educational administrative machinery of this Province. (para 10 of the letter)

I am to request that your views on these and such other points as may occur to you may be sent to Government as early as possible.

Yours sincerely,

7.12.44

To

Sir R.M. Statham, M.A.,C.I.E., I.E.S.,
Director of Public Instruction,
Madras (with a copy of letter)

D.O. Director of Public Instruction,
M a d r a s, 17th December 1944.

My dear Subramanian,

Please see your D.O.No.57166A.1 dated the 8th December enclosing a copy of a letter from the Government of India on Post-War Educational Reconstruction. I cannot find anything in the letter which has not already been covered in the Post-War Reconstruction considerations of the Madras Government.

The question of obtaining financial assistance from the Government of India for any purpose is obviously not a question for a Head of a Department but for the Government itself.

Your

Your reference to paragraph 10 of the Government of India's letter has been covered in the Report of the Technical Education Committee.

Yours sincerely,

R. D. Russell

M.V. Subramanian, Esq., I.C.S.
Secretary to Government,
Edn. & Pub. Health Deptt.,
Fort St. George.

Edn. and P.H. Department.

LETTER /Ref. No. 2768 A-34 dated. 2.1.45

To

The Joint Secretary to the Government of India,
Department of Edn., Health & Lands,
NEW DELHI.

Sir,

Post-War Educational Reconstruction.

I am directed to acknowledge the receipt of your letter No.F.114-1/44-E, dated 30-11-44, and to say that almost all the points mentioned therein have been taken into account in framing the Plan for this Province. In the conditions obtaining in the Province, and particularly with a view to expediting, as a part of Post-War development, a scheme of compulsory elementary education for the whole province, covering, in the first instance, standards I to V, the intention of the Government is to continue for some length of time the practice of employing higher elementary trained teachers, i.e., those whose general educational qualification is not lower than the VIII Standard of an elementary school or the III Form of a Secondary school and who have later successfully

successfully undergone a two years' course of training for the teaching profession in regular training schools, and also to make further recruitment of such teachers to the extent necessary in connection with that scheme of compulsory elementary education; it was also felt that this arrangement would give an advantage in respect of employment, to demobilised personnel and to members of backward communities, which they would otherwise not have. The Government trust that this transitional arrangement will not prejudice their claims for participating in any assignment for educational expenditure which may be made available from Central Revenues. The aim, eventually, is to have all teachers trained at least in the secondary grade.

Y.O.S.,

E.A.V.
21-12-44.

M.V.S.
30-12-44.

(Copy of letter No.4/RC. dated the 5th January 1945, from the Government of India, Department of Planning and Development.)

Subject: Acceleration of Reconstruction and Development Planning.

With reference to this Department letter No.4/R.C. dated the 20th October, 1944, I am directed to state that a letter will shortly be issued suggesting certain figures for the grant which might in certain circumstances be made to Provinces from central revenues for Post-War Development in the first five-year period.

2. Provincial Governments will no doubt wish to consider this in relation to the Plans they now have under preparation, and that may render it difficult to submit such plans as requested by 15th January, 1945.

3. Furthermore, it is clear that many Provinces have still a great deal to do before their plans can be put into any final co-ordinated form, and it would be undesirable for them to be submitted before they have been fully examined.

4. The date mentioned in para 8 of this Department's letter No.4/R.C. dated the 20th October, 1944, is, therefore, postponed to 15th February, 1945.

5. As a necessary preliminary to the preparation of schemes, it is desirable that an ultimate objective should be laid down under each major 'Development' head of the Plan. It may be for 15 years, or for any longer or shorter period as may be considered suitable, and should state what is the target which it is desired to attain on the termination of that period. A rough estimate of the total cost should, as far as possible, be given. A more definite objective should be laid down for the first five-year period as a stage in attaining the ultimate objective, and the schemes for that period, with estimates of costs, should be prepared in greater detail.

S C H E M E N O. 194.

1. Serial number of scheme -- 194.

2. Name of scheme -- Expansion of medical relief.

3. Brief description of the scheme.-- The object of the scheme is to provide one dispensary for every 100 square miles instead of one for 177 square miles as at present. Calculated on the above basis 140 more dispensaries will be necessary.

4. Area of application.- Whole Province.

5. Time expected to be taken for execution.- Five years.

6. Details of staff required and how staff is proposed to be obtained.-
   (a) Upper staff -- Nil.
   (b) Lower staff --
   140 Sub-Assistant Surgeons at Rs.65-4-85-4/2-117 each.
   140 Technicians at Rs.40-2-60 each.
   140 Midwives at Rs.30-2/2-45-3/2-55 each.
   140 Ward attendants at Rs.10 each.
   140 Sweepers at Rs.10 each.
   Will be recruited by advertisement.

7. Rough estimates of cost at existing rates for each year of the first five-year plan --

Item	1st year	2nd year	3rd year	4th year	5th year	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
(a) Capital	4,40,000	6,56,000	6,56,000	6,61,000	6,43,000	30,58,000
(b) Recurring ..		66,000	99,000	99,000	99,000	3,63,000
Total..	4,40,000	7,22,000	7,55,000	7,60,000	7,44,000	34,21,000

8. Productivity of the Scheme.- Not productive.

9. Extent to which the scheme will cater for returned service personnel.
   The Sub-Assistant Surgeons, the Technicians and the Ward attendants will be recruited from demobilised medical personnel.

10. Nature of plant, equipment, stores, etc., needed from --
   (a) abroad - Microscopes, etc.
   (b) locally - Instruments and equipment.

11. Labour force required in the case of the larger schemes.- No accurate estimate can be given.

12. Whether the assistance of Central Government is likely to be required for obtaining materials, machinery or technical personnel -- No.

13. Brief indication where applicable of further development contemplated on the lines of the scheme in succeeding five years periods --
   The extension proposed in the first five years is considered adequate.

14. Any other remarks or information -- Nil.

PHYSICAL EDUCATION - EXPANSION OF THE STAFF FOR THE POST-WAR EDUCATIONAL DEVELOPMENT.

No.	Name of the post.	Existing staff:- Strength.	Scale of pay.	Cost. Rs.	Proposed staff. Strength.	Scale of pay.	Cost. Rs.	Dearness and War allowances to Existing staff.	Dearness and War allowances to Proposed staff.	Net additional expenditure under Pay.	Net additional expenditure under Dearness and War allowances.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	I.TEACHING STAFF.										
	Colleges for Men.										
	GOVT.ARTS AND PROFESSIONAL COLLEGES.										
1.	Physical Directors	2	Rs140-15/2-200	4,256	2	Rs100-10/2-200	3,573	432	360	4,623	168
		10	Rs 70-10/2-130	12,560	10	Rs100-10/2-200	17,866	1,560	1,800		
	Colleges for Women.										
2.	Queen Mary's College & the Lady Willingdon Training College, Madras	2	Rs 70-10/2-130	2,512	2	Rs100-10/2-200	3,573	312	360	1,061	48
	Secondary Schools for Boys & Training Schools for Men.										
3.	Physical Training Instructors	65	Rs 30-3/2-45-2/2-55 plus Special pay 24(10), 41(5)	32,937 5,340	50	Rs 40-4/2-80 plus special pay Rs.10/-	41,712	10,140	7,800	24,891	
					15	Rs 70-10/2-130 || 140-15/2-200 for B.A.,L.Ts with Diploma in Physical Education for big high schools and training schools with a large number of pupils	21,456	--	2,340		
	Secondary Schools for Girls and Training Schools for Women.										
4.	Physical Training Instructresses.	49	Rs 30-3/2-45-2/2-55 plus Special pay Rs.10/-	24,828 5,880	39	Rs.40-4/2-80 plus special pay Rs.10/-	32,556	7,644	6,084	16,152	
					10	Rs70-10/2-130; 140-15/2-200 || for B.A., L.Ts with Diploma in Physical Education for big high schools and the secondary and training schools with a large number of pupils	14,304	..	1,560		
	II.INSPECTING STAFF.										

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11	12.
6.	Regional Physical Directors	4	Rs100-10/2-200	7,147	- These posts will be merged under District Physical Directors	-	720	-			
7.	District Physical Directors	-	-		26	Rs.100-10/2-200	46,452	-	4,680	39,305	3,960
8.	Clerks and Stenotypists	6	Rs30-3/2-45-2/2-55+1 on S.P Rs.25/-	3,330	28	Rs.30-3/2-45-2/2-55 plus one on Special pay Rs25	14,440	936	4,368	11,110	3,432
9.	Peons	5	Rs.12-17	870	27	Rs12-17	4,698	600	3,240	3,828	2,640
	Women's Branch.										
10.	Woman Specialist in Physical Education (M.E.S.)	1	Rs200-30/2-500	4,160	1	Rs200-30/2-260-40/2-500-50/2-700	5,067	600	600	907	--
11.	Assistant to the Woman Specialist	1	Rs100-10/2-200	1,787	- This post will be merged under "Physical Training Instructresses of Circles"		-	180	--	8,935	900
12.	Physical Training Inspectresses of Circles	-	-	-	6	Rs100-10/2-200	10,722	-	1,080		
13.	Clerks and Typists	2	Rs.30-3/2-45-2/2-55	1,010	8	Rs30-3/2-45-2/2-55	4,040	312	1,248	3,030	936
14.	Peons	2	Rs12-17	348	8	Rs.12-17	1,392	240	960	1,044	720
										1,17,193	13,404

SUMMARY.

	Under Pay.	Under War and dearness allowances.
Cost of existing staff	Rs.1,09,725	Rs.23,676
Cost of the proposed staff	" 2,26,918	" 37,080
Net additional expenditure	" 1,17,193	" 13,404

POST COPY OF TELEPHONE MESSAGE DATED 4---9----1945.

From

The Director of Public Instruction,
MADRAS.

To

The Assistant Secretary to Government,
Education and Public Health Department.

REF: Govt. Memo. No.33171-G/45-4 E and P.H. dated 30-8-45 regarding modification in the cost of Post War Reconstruction and Development schemes.

KINDLY let me have details for Rs.1.13 lakhs, shown as the expenditure for the first year under item No.36 of the list of priority schemes, regarding training of physical training instructors and instructresses and appointment of supervisory staff.

for DIRECTOR OF PUBLIC INSTRUCTION.

RVR 4/9/-

Secret 3931/47
11.9.45

Education and Public Health Dept.

From the D.P.I., T.M. dated 4-9-45, re: Cost included under the scheme of physical education in the post-war educational plan.

The Secretariat note extracted below gives the details.

(o/c.) 8.9.45

Note.

Five-Year plan - Scheme No.36 - Training of Physical Training Instructors and Instructresses and staff for supervising physical training in schools and colleges.

The Post-War Education Sub-Committee agreed with the following recommendations of the D.P.I., namely--

(a) that the Adviser to Government on Physical Education should be continued, if possible on a whole-time basis;

(b) that the Woman Specialist in Physical Education should be continued;

(c) that there should ultimately be one Physical Director for each district and six Physical & Women Inspectresses in the Province;

(d) that the output of Physical Training Instructors and Instructresses should be very largely increased as soon as possible; and

(e) that a special cadre of teachers of Physical Education should be formed with increased pay.

2. The extra cost of (a) and (c) above, over and above the expenditure now incurred under those heads, as worked out by the D.P.I., may be accepted: ((b) by itself does not involve extra cost.). That accounts for an additional expenditure of Rs.83,000 per annum. This part of the scheme is not very elaborate and can be given effect to in the first year of the post-war programme.

3. As regards (d), the D.P.I. has stated that separate physical training instructors will not be required for elementary schools. The contemplated output of new instructors should therefore be for employment in other types of schools, mostly secondary and training. Under the M.E.R., everyone of these schools is required to employ at least one physical training instructor. The complaint, however, is that secondary schools do not invariably employ physical training instructors and, where they are employed, the instructors are not of the required quality. The scale followed by the D.P.I. is that for every 250 pupils there must at least be one physical instructor. Assuming that the present generation of physical training teachers should all be replaced by properly trained candidates, the existing strength in secondary schools (boys' and girls'), viz., 312,000 pupils, will require a staff of 1,256 instructors. It may reasonably be supposed that this

Secret

From the Asst Secy to Govt: Edn. & PH Dept.

To, the Dy. DPI.

Ref: Memo T.M dt 4.9.45 re details of cost included under the scheme of physical edn. in the Post war plan

The cost of Rs 1.13 lakhs is made up as follows :—

Extra cost on account of reorganisation of the machinery of the inspecting staff for physical edn. Rs 83,000.

[Items 5 to 14 of the statement forwarded with D.O.No. dtd 3.3.45]

Provision for the training of teachers as physical training instructors at the rate of 250 teachers a year for five years (Rate of stipend at Rs 12 a month for 10 months in the year) 30000.

Dy. Secy) 7.9.45 Secy 8.9.45

staff can be trained in the course of five years, at the rate of 250 candidates a year. The current rate of stipend is Rs.12 a month for ten months in the year. The cost of the training therefore amounts to Rs.30,000 for each year of the quinquennium.

4. It is not clear what the "increased pay", referred to at (e), is; nor is it clearly deducible from the Report of the Central Advisory Board. It will have to be decided later what will be the appropriate scale of pay for physical training instructors under post-war conditions. In any event, secondary schools are now under obligation to employ physical training instructors, and such pay as they now get is a legitimate charge on the management's resources supplemented by the present level of grant-in-aid, wherever admissible. Any increased pay, over and above this, as part of the post-war scheme of revision of salaries, should be presumed to be included in the estimate under Scheme 2. For present purposes, the figures at "A" and "B" above may be adopted. A scheme on this basis is placed below. The cost shown herein will be deducted from the estimate under scheme 2.

E.A.V., 5-3-45.

M.V.S., 6-3-45.

R.C.NO. 1812-E/45. OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, DATED 24-9-45.

From

Dr. B.B.Dey, D.Sc.(Lond.), F.R.I.C.
Offg. Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

Sir,

SUBJECT:- Post War Educational plan - Special priority Schemes - Training of Physical Training Instructors and appointment of supervising staff. ****

24 SEP 1945 GOVERNMENT AND PUBLIC DEPARTMENT

42848

With reference to Government Education Department No.39314-A.1. dated 11-9-1945, I have the honour to bring the following points to the notice of Government.

2. Under Item (d) relating to the increase in the output of Physical Training Instructors and Instructresses, Government have estimated the requirements of Physical Training Staff (Instructors and Instructresses) at 1,250 (basing the figure on the combined strength of boys and girls in Secondary Schools as on 31-3-1944); and have assumed that this staff is to be trained in five years at 250 candidates a year. Taking the latest figures as on 31-3-45, and separately for boys and girls in Secondary Schools - (boys being 3,04,347 and girls 42,918) and the number of Instructors and Instructresses required at the rate of one Instructor or Instructress for every 250 pupils will be 1200 and 170 respectively spread over a period of five years it will work out to 240 instructors and 34 instructresses annually. While it may be possible to get the latter number trained in one class annually in the Physical Training Class for Women, the Y.M.C.A. College of Physical Education will be able to make provision for the training of only 120 men candidates every year.

3. Also, the cost of the scheme may need modification as indicated below:--

a) One more physical training Inspectress corresponding to an additional Inspectress Circle opened now.	1,787 Pay 180 allowance.	
b) Additional cost on account of stipends for higher number (240 plus 34) 274 provision already made 250	24x12x10	2,880
c) Increased rate if Government were to accept the Director's Proposals regarding stipends to teachers.		
Original estimate	Rs.30,000	
Additional estimate (Vide (b) above	2,880	
	Rs.32,880	
Increase		... 16,440
		21,287
		or 21,300

for Director of Public Instruction.

336

Training of physical training instructors and instructresses and appointment of supervising staff is one of the special Priority schemes in the five year plan.

In the Memorandum on page 1 c.f. linked file the D.P.I. has been asked to submit proposals for implementing the schemes included in the five year plan. The Director may be asked to include the recommendations made by him, in his proposals relating to the scheme.

Draft memorandum for approval.

DPI/4/10/45 S Mf/6/Nov.

(168) 337

Education & P.H.(A) Department.

MEMORANDUM No. 42845A1 Edn. dated 8.10.45

pp 335 CF

Letter from the D.P.I., Rc.No.1812.E/45, dated 24-9-1945.

...

POST-WAR Five Year Plan - Physical training - Details of cost.

...

The D.P.I. is requested to include the recommendation made by him in his letter read above, in his proposals relating to the scheme for the training of physical training instructors and instructresses and appointment of supervising staff called for in Memorandum No.37043.A.2. dated 24th August 1945.

p 1 CF
2F

To the D.P.I. ✓

Dep'd KM 9-10-45

DPI/4/10/45 Mf/6/Nov.

No.F.26-1/46-E.II.

Government of India,
Department of Education,
New Delhi, the 30th January, 1946.

From

Dr. John Sargent, C.I.E., M.A., D.Litt.,
Secretary to the Government of India.

To The Secretary to the Govt. of Madras,
Education Department, Madras.

HOME SECRETARY TO GOVERNMENT &
EDUCATION AND PUBLIC HEALTH DEPT.
3 FEB 1946

Subject:- EDUCATIONAL DEVELOPMENT IN INDIA.

Sir,

I am directed to refer to this Department's letter No.F.114/1/44-E, dated the 30th November, 1944, in which the Government of India called the attention of Provincial Governments to certain aspects of the Report prepared by the Central Advisory Board of Education which, in their opinion, required special consideration in the formulation of provincial schemes for post-war educational development. Since then it has been possible for the Board's plan to be more closely examined both in the light of comments received from various quarters and in relation to the general problem of the post-war expansion of the social and other services. As a result of this further examination and of the general agreement which Provincial Governments have expressed with the policy outlined in the Report, the Government of India have now generally accepted, subject to the limitation of finance, the principles and objects of the scheme prepared by the Central Advisory Board of Education. The acceptance of the principles and objects by the Government of India should not, however, be interpreted as conveying assent to those recommendations in the Report which involve change in the existing distribution of responsibilities between the Centre and the Province e.g. the suggested assumption by the former of responsibility for university and higher technical education.

2. In communicating this decision to Provincial Governments, the Government of India wish to call special attention to the particular issue referred to in paragraph 5 of their letter of November the 30th, 1944. In this connection they have reached the conclusion

(a) that until the recommendation of the Central Advisory Board of Education that equal educational opportunities should be available for all has been fully implemented,

steps should be taken to secure the provision of adequate facilities for Muslims and other minority communities and to accelerate the progress of the scheduled castes and backward communities;

(b) that the Education Department of the Government of India should examine all schemes submitted by Provincial Governments and Local Administrations with a view to seeing that both in the selection of areas for development and in the provision of facilities for education generally, the requirements set out above, have been properly met.

3. The Government of India do not think it necessary to refer again in any detail to the other major aspects of educational development to which special attention was called in their previous letter or on which special emphasis has been laid in the Board's Report. Provincial Governments will be fully aware of the need for giving special attention to the education of girls and women, to physical welfare, to the provision of training facilities for ex-service personnel, to the expansion of technical education on up-to-date lines, to the establishment of employment bureaux and above all to the improvement of the standards of teaching (including the training and remuneration of teachers) upon which the success of this or any other scheme will mainly depend. They feel that the scales suggested by the Board and modified if necessary in the light of post-war costs are the very least which are likely to attract suitable persons into the teaching profession and they urge upon all Provincial Governments the importance of paying suchsalaries to those teachers who posses the minimum qualifications prescribed by the Board. At the same time they hope that Provincial Governments will also give consideration to cases of teachers already serving in their areas who do not possess these qualifications, and wherever feasible, will afford them the opportunity of becoming trained.

4. The Government of India have been glad to note from a preliminary examination of the schemes submitted by Provincial Governments that there is little difference of opinion in regard to the importance and urgency of the matters referred to above. The Government of India

7/1721

years free comp lsory education which is aimed at in the Report, but they are satisfie. that unless Provincial plans provide eventually for the minimum period prescribed for the training of future citizens, as distinct from the mere attainment of a limited and in many cases temporary standard of literacy which may be achieved in 4 or 5, the objects of the scheme will not be secured and much of the present wastage and inefficiency will be perpetuated or even exaggerated. Moreover, without a sound and broad educational foundation it will not be possible to pick out those most capable of benefitting by higher education and so to produce in adequate numbers the leaders and trained personnel upon whom will largely depend the successful development of the country's resources.

6. I may add that the scheme which has already been submitted by the Provincial Government is being examined in the light of the decisions now reached by the Government of India and that a further communication will be sent to you in due course.

I have the honour to be,

Sir,

Your most obedient servant,

J.D. Sargent

Secretary.

'RN'

Routine 9/(13)

subd. for perusal.
The further communication promised in para 6. - p 14 cf - may be awaited.
The previous papers are in the file relating to the revision of salaries of teachers sent to DA on 2/2/46

BJH. 4/2/46

GOVERNMENT OF MADRAS
PUBLIC (DEVELOPMENT BOARD) DEPARTMENT.
U.O.Note No.160/46-3, dated the 19th July 1946.
-:-

Sub: Post-War Reconstruction and Development Schemes of the Madras Government - Five Year Plan - General comments of Government of India.

SECRETARY TO GOVERNMENT
23 JUL 1946
EDUCATION AND PUBLIC HEALTH DEPT.

A copy of certain general Comments of the Government of India on Provincial Five Year Plans is communicated to the Departments of the Secretariat concerned.

40045

R.M.Sundaram,
Secretary, Provincial Development Board.

To the Education and Public Health, Public Works, Development and Finance Departments.

Forwarded/BY ORDER.

Superintendent.

General comments of Central Departments.

EDUCATION DEPARTMENT. One important principle which is applicable to all the provinces is in connection with the building programme for educational institutions. The financial provision for buildings is presumably based on P.W.D. estimates which, judged from educational considerations, are on the expensive side. Attention of the Provincial Governments may in this connection, be called to the report of the School Building Committee of the Central Advisory Board of Education, 1941, in which practical suggestions have been made for constructing suitable buildings for educational institutions at reasonable rates. The capital expenditure on buildings is susceptibl of further reduction in the light of those principles.

WAR TRANSPORT DEPARTMENT. Irrespective of the necessity of obtaining balance between the various subjects of the individual 5-Year Plans as a whole, it is also necessary to get an internal balance on each Provincial road (expenditure) programme itself, between roads of the various classifications, somewhat on the lines of the following table:

Group	Classification of road	Percentage of whole-basic Range.
I	Provincial Highways	20 to 25
	Major District Roads	40 to 45
	Total Group I	60 to 70
II	Other District Roads	20 to 25
	Village Roads	10 to 15
	Total Group II	30 to 40

-2- 13

LABOUR DEPARTMENT. The two main schemes to which Labour Department attach very great importance relate to:-

(a) provision of an adequate number of suitably qualified officers for the inspection of the factories and for a proper enforcement of labour legislation,

(b) provision of houses for industrial workers.

These two main types have been more or less lost sight of by the Provinces.

/True Copy/

Superintendent.

n.c.20/7/46.

GOVERNMENT OF MADRAS
PUBLIC (PLANNING BOARD) DEPARTMENT.
Fort St. George, dated the 21st July 1945.

Read:- G.O.Ms.No.2-34/Gen., Public (Planning Board) Department, dated 2nd January 1945.

In the G.O. read above, Government have accepted the recommendations of the Planning Board regarding the establishment of Regional Planning Committees in the Province. The Committees will be constituted as follows:-

1. Chairman - Director of Industries and Commerce.
2. Members - Director of Public Health, Director of Agriculture, Director of Public Works, Director of Electricity, Director of Town Planning, Director of Development, Director of Fisheries, Director of Backward Classes, Director of Public Instruction, Director of Co-operative Societies, Director of Labour, Director of Industrial Research, Director of Geology, Director of Statistics, Director of Development Board, Director of Local Administration, Director of Municipal Administration, Director of Rural Development, Director of Forests, Director of Harbours, Director of Salt, Director of Fisheries, Director of Agriculture, Director of Public Health

From the Government of India, Department of Education No. Dy.39/46-P. dated31.5.46.

Interim scheme for the period ending 31st March 1946.

I am directed to refer to letter No. 130/RC., Madras dated the 16th May, 1945 addressed to you by the Govt. ofIndia in the Department of Planning and Development and to say that as mentioned in that letter the details inrespect of scheme No. 37 and New Schemes 17,18 and 19 are still awaited in this Department.

2. As regards scheme No. 88 relating to the introduction of compulsory elementary education, I am to request you kindly to let this Department knowwhether.

(i) the scales of pay recommended by the Board will be adopted for the new schools to be started.

(ii) the new schools would confirm as far as possible to the type of basic school recommended by the Board at least in respect of contents of curriculum and minimum qualifications of teachers,

(iii) they would be provided as soon as possible with buildings of their own as recommended by the School Building Committee.

3. As regards scheme No. 34 regarding training of additional teachers, I am to suggest that :

(i) the recommendations of the Central Advisory Board of Education with regard to the minimum qualifications of candidates for admission, length of training course, scales of pay of staff and contents of curriculum be followed; also the teachers should be trained to qualify for teaching inbscis schools;

(ii) with regard to the ex-service men the principles enunciated in the Government ofIndia, Department of Education, letter No.F. 24-3, 45-R dated the 4th March 1946 should be adopted.

4. As regard to scheme No. 89 relating to the supply of midday meals to school children, the cost per meal appears to be inadequate and the possibility of raising it may be explored. The view of the Provincial Government on this proposal may kindly becommunicated to this Department at an early date.

II.

Letter to the Government of India, Department of Education, No. 112/46- dated 16.7.46.

Sub. Postwar reconstruction - Interim schemes for the period ending 31.3.47.

Letter No. Dy. 39/46-P, dated the 31st May 1946 from the Govt. of India, Department of Education.

I am directed to invite a reference to the letter quoted above and to furnish below the information called for in respect of schemes Nos. 88 and 89.

2. Scheme No. 88 - Compulsory Elementary Education.

(i) Scales of pay :-The minimum qualification for teafhers according to the Central Advisory Board is secondary grade. In this Government's Post-war Plan, provision has however been made for the employment of higher elementary grade teachers also- vide this Govt. letter No. 636Edn. dd. 24.12.45. The scales of pay recommended by the Board for teachers in lower elementary schools and for those in higher elementary schools are Rs. 30-50 andRs. 40-80 respectively. Pending the revisionof salaries of teachers contemplated in a separate scheme under the five year Plan (No. 87 in the Plan), this Government have tentatively adopted the above scales of pay for all secondary grade teachers in elementary schools. A scale of pay of Rs. 25to 45 has been adopted for higher elementary grade teachers.

(ii) Standard of Education: - The curriculum or studies for elementary schools conforms to the principles of the Basic schools referred to in the report of the Central Advisory Board.

(iii) School buildings : - No provision for buildings exists in the scheme of compulsory elementary education but the question of constructing buildings is under consideration.

3. Scheme No. 89-Midaay meals to school children.

The cost per meal was originally fixed at one anna and the incidental charges at three pies per meal. This has been subsequently raised to one anna nine pies. At this rate the cost of free supply of meals to two lakhs of school children in 1946-47 has been estimated to cost Rs. 49 lakhs and even then it was found impossible to provide meals for all poor children in compulsory areas. If the cost per meal is to be increased further the expenditure will be very considerable.

4. I am to add that information in respect of other schemes called for in the latter quoted will be furnished later.

From the Secretary, Development Board, Government of India, No. 130/RC. Madras, dated 28.8.46.

Interim schemes for the period ending the 31st March 1947- Schemes Nos. 88 and 89.

I am directed to refer to your letter No. 112/46-2, dated the 16th July, 1946, to the Government of India, Education Department, and to say that Schemes Nos. 88 and 89 have been approved and reclassified as 'A'.

No.F.6-3/46-P.
Government of India,
Department of Education,
New Delhi 3, the 8th Oct., 1946.

From

Dr.D.M.Sen, O.B.E., M.A., Ph.D.,
Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Development Department,
MADRAS.

SUBJECT:- FIVE-YEAR PLAN ON EDUCATION.

Sir,

I am directed to convey the following remarks on the draft Five-Year Plan on Education of your Province which is presumably under revision.

2. In modifying the Plan, I am, however, to suggest that due attention might be paid to the suggestion of the Develop-ment Board conveyed to you in their letter No.4/RC-46-Madras of 31st July, 1946 regarding the reduction of total expenditure, in particular the recurring expenditure on Education.

3. The Director-General of Civil Aviation is of the opinion that the proposal of your Government to start a college of Aeronautical Engineering is premature under the present conditions of Aeronautical Industry and Civil Aviation in India. The establishment of an additional Engineering College may also be postponed, as already there are four Colleges in the Province.

4. I am also to invite your attention to this Department letters No.F.114-1/44-E., dated the 30th November, 1944, No.F.20-16/46-P, dated the 1st August, 1946 and No,D.2331(2) 45-E, dated the 27th September, 1945, the last two dealing with the question of Schools Buildings and Training of Ex-service Personnel respectively.

I have the honour to be,
Sir,
Your most obedient Servant,

for Secretary.

"THAKAR"

No.F.6-3/46-P.
Government of India,
Department of Education,
New Delhi 3, the Oct., 1946.

From

Dr.D.M.Sen,O.B.E.,M.A.,Ph.D.,
Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Development Department,
MADRAS.

SUBJECT:- FIVE-YEAR PLAN ON EDUCATION.

Sir,

I am directed to convey the following xxxxxx remarks on the draft Five-Year Plan on Education of your Province which is presumably under revision.

2. In modifying the Plan, I am, however, to xxxx suggest that due attention might be paid to the suggestion of the Develop-ment Board conveyed to you in their letter No.4/RC-46-Madras of 31st July, 1946 regarding the reduction of total expenditure, in particular the recurring expenditure on Education.

3. The Director-General of Civil Aviation is of the opinion that the proposal of your Government to start a college of Aeronautical Engineering is premature under the present conditions of Aeronautical Industry and Civil Aviation in India. The establishment of an additional Engineering College may also be postponed, as already there are four Colleges in the Province.

4. I am also to invite your attention to this Department letters No.F.114-1/44-E., dated the 30th November, 1944, No.F.20-16/46-P, dated the 1st August, 1946 and No.F.283(6)-46-P, dated the 27th September, 1946, the last two dealing with the question of Schools Buildings and Training of Ex-service Personnel respectively.

I have the honour to be,
Sir,
Your most obedient Servant,

Deputy Secretary.

"THAKAR"

NOTES

(178)

Extracts of notes and A.3's minute on the file re: Post-War Reconstruction.

From the Govt. of India, Defence Department, No.F. 19(8)/HPA/43, dated 9-8-1943, received in Public Department.

** ** **

Secretary handed this file to A.S.II and myself with instructions that new schemes of reconstruction in the departments of E. & P.H. to be undertaken after the war might be picked up and noted upon even now.

2. So far as Education is concerned, the Govt. of India have just sent in a letter saying that the Central Advisory Board of Education proposes to submit to the Reconstruction Committee of the Viceroy's Executive Committee early in 1944 a Memorandum on education which it has already prepared. This Memorandum is to be considered at a special session of the Board which meets at Dehra Dun on the 13th October and the following two days and possibly also at a special session of the Inter-University Board which might also meet at about that time. The Government of India have further promised to circulate the Memorandum early in September. It might perhaps simplify matters considerably if the examination required by Secretary, so far as Education is concerned, is deferred until after a copy of the Central Advisory Board's Memorandum referred to above is received early in September. In this view, no action is required on this file in the Educational sections at present.

"B"

3. A.3's orders that he might see in due course the priority list of protected water-supply schemes has been noted. In regard to the dearth of overseers for superivising the execution of rural water-supply schemes, the Board of Rev. has raised the matter separately and proposals are in contemplation to revive, if possible, the Lower Subordinate Class in the College of Engineering.

Read in public

4. The current file is an advance copy of the Govt. of India's letter received in Public (War) Department. It is not known whether Public Department will consider certain general lines of action on the Government of India's lette

"A"

The scope of the reference to the Committee constituted by G.O. No.1016, Public (War), dated 9-4-1943, as amended by G.O.No.2031, Public (War), dated 21-7-1943, appears to be limited to the framing of schemes for the betterment of soldiers now serving with the Defence Services, on demobilisation.

4. The case may be circulated again to A.3 before it is returned to Public.

E.A.V.,
25-8-1943.

** ** **

"A" at page 1 ante -

Public will doubtless initiate general lines of action. It was thought that it would be useful to have suggestions ready meanwhile — with reference to A.3's minute [at page 2 ante.]

"B" at page 1 ante -

As we are getting near this date we may take up the examination after the receipt of the memorandum. The points that may require examination will probably include the following: if they do not include any of these, such points may still be examined:-

(i) Getting every child of school-going age to go to school and stay up to the V Standard;

(ii) Provision of an elementary school for every revenue village; — D.P.I.'s aim. T.A.

(iii) An adult literacy drive to remove illiteracy among the masses - for which similarly provision should be made for one institution in every revenue village.

(iv) A Reading Room for every revenue village; — N.W.F. T.A.

(v) A Library for every big village and a Travelling Library for groups of villages which will call at least once a week at every village in the group;

(vi) A Radio Receiving Set for every big village; — In progress. T.A.

(vii) A Central Radio Transmitter for each area of about 500 villages in which the same vernacular is spoken;

(viii) Instruction in mechanical pursuits in elementary schools, besides emphasis on agriculture and handicrafts;

(ix) A vocational and technological bent to secondary education; — Bifurcated scheme. T.A.

(x) Polytechnisation of schools;

(xi) Arranging conveyances for pupils attending secondary schools from outlying villages;

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(xii) Provision of midday meals to school children

Most important. T.A.

(xiii) Medical inspection and treatment of school children;

(xiv) Provision of playgrounds;

(xv) Increase of provision for higher technological, scientific and professional studies with at the same time deliberate limitations of the numbers to be given training, with reference to opportunites of employment;

(xvi) Limitations similarly of the numbers going for University studies;

(xvii) Increase of provision for research work;

(xviii) Linking up the provision of technical education, as well as the content of such education, and also the provision for research, with dominant industries and industrial institutions;

(xix) Imparting of military training.

Many of these matters have been reviewed from time to time. A readjustment or revision of views may perhaps be called for; and in any case, a definite plan to attain the various objectives within a specific period of time would be necessary.

** ** **

I believe that in connection with the activities of the National Planning Committee and the Provincial Economic Council some years ago, certain schemes were drawn up. They may perhaps be usefully examined too in the present connection.

M.V.S.,
30-8-43.

** ** **

The materials gathered with reference to the recommendations of the Education Sub-Committee of the Madras Provincial Economic Council (pages 94-100 of the Proceedings of the Council) have already been utilized to a large extent. A fresh plan will now have to be drawn up with reference to the present circumstances.

M.V.S.,
1-11-1943.

A.3.

Discussed. Will Secretary please put up comprehensive drafts to the Heads of Departments concerned?

T.A(ustin),
2-11-1943.

C.No.35662. From the Govt. of India, Dept. of Edn., Health and Lands, No.F.10-37/43-CAB, dated 20-10-43.

The Government of India have now forwarded a copy of Mr. Sargent's Memorandum which was considered at a special session of the Central Advisory Board of Education at Dehra Dun held on the 13th October. Unfortunately, the D.P.I., Madras, could not attend this session. A copy of the proceedings of this meeting has not yet been received.

2. As acknowledged by Mr. Sargent, his report is based to a very large extent on the recommendations which the Central Advisory Board has already made in regard to various matters. The D.P.I., Madras, has not always seen eye to eye with the Central Advisory Board's ~~recommendations~~.

(1) Compulsory education:
Duration:
(a) In Madras, it is considered that a course up to and including the V Standard is sufficient to make pupils permanently literate. The age limits of compulsion are generally 6 to 12 for boys and 5 to 10 for girls. Mr. Sargent would have the compulsory age as 6 to 14.

(b) Content of education: Mr. Sargent is of opinion that the recommendations of the two Wardha Education Committees set up by the Central Advisory Board are worthy of adoption. These recommendations contemplate two stages of basic education, one junior covering five years and the other, the senior covering three years. When these recommendations were previously considered by this Government, the D.P.I. advised that the Madras scheme of elementary education which places due emphasis on handicrafts and pre-vocational training was sufficient and that it was not necessary to introduce the basic school arrangement as such.

(2) Adult education: The D.P.I., Madras, has always thought that if the present drive towards the production of permanent literacy among educable pupils by insisting on their going through the full five year course is pursued vigorously, that

will do far more good than any scheme of adult education which would require the expenditure of very large funds for doubtful results. He has not therefore been keen on bringing illiterate adults under instruction. But literacy is only one aspect of adult education contemplated in Mr. Sargent's report. Given the necessary funds and facilities, the Director may probably have no objection to adult education on a comprehensive scale for literate adults.

(3) High School education: What is contemplated in Mr. Sargent's report is that pupils at the end of the junior basic school course (five years) should by a process of careful selection be taken on to post-primary or high school courses. He expects that not more than one-fourth or one-fifth of the number of pupils in junior basic schools will be fit for this high school course. The remainder will pass on to the senior basic course. According to the present practice in this Province, there is absolutely no selective processes in regard to admission to secondary schools beginning in the I Form. Any pupil who happens to be in the lower classes of a secondary school can, if his means and other circumstances permit, pass on ~~automatically~~ to the higher classes of the secondary school. ~~Even~~ According to the scheme for the bifurcation of secondary school courses under consideration separately, the bifurcation is to take place only at the end of the IV Form into a pre-university side and a vocational side. As matters now stand, the idea is that even this bifurcation should be on a voluntary basis rather than on the basis of any examination or other test.

(4) University education: For ~~a very long~~ some time, academic opinion has been in favour of shortening the present University course of four years into one of three years, ~~accompanied with~~ the abolition of the Intermediate examination and the lengthening of the high school course by one year. That is also the recommendation in Mr. Sargent's report. The Universities have not so far favoured this arrangement.

(5) Educational administration: According to Mr. Sargent, the national system of education envisaged in his report will require much closer co-operation, financial and otherwise, between the Central and the Provincial Govts. The implication of this appears to be that the Provinces might find it necessary more and more to follow the lead of the Government of India, particularly if the Centre is going to make contributions available for educational purposes in the Provinces.

3. The questions are admittedly of such magnitude that a cut-and-dry decision is not possible. It seems sufficient if the D.P.I. is now asked to get ready a scheme generally on the lines of Mr. Sargent's report. Of the points mentioned in the Secretary's note at pages 2-3 ante, (xiii) - Medical inspection and treatment of school children - has been included in the Memo. sent to the S.G. (vi) and (vii) are matters primarily for the P.W.D. (iv), (v) and (xii) are mentioned in the draft Memo. to the D.P.I. It is not clear whether (xix) - Military training - should be mentioned in the draft. The other items will in any event be reported upon by the D.P.I.

A/

11.11.43 S/H 3

Approved Mdl/11/43

7/(18)

Attention is invited to the D.P.I.'s D.O. at H: 23-24 ante & to A.3's remark thereon at p. 23 ante.

We naturally want to have the D.P.I.'s views

The only reason for hurrying up was to make an interim reply to the Govt. of India, with reference to para 3 at p. 1 ante - just as we have done in respect of the Medical Relief & Water Supply & Drainage Schemes. (Papers relating to the Public Health Scheme are also getting ready for a similar reply to be sent). We may, however, need the G.O.I. send a copy of the Memo at p. 43 ante & add that the D.P.I.'s proposals are expected to be in only after those & that information as desired in para 3 at p. 1 ante will be sent after the D.P.I.'s report is received & has been examined. We may ask the D.P.I. that the report can with the return but that we would like to have it as soon as possible after that.

Incidentally I may add that I have been discussing the main points arising out of the report of the Advisory Board; I expect to put it up in a day or two for A.3's perusal.

I agree.

10/11/43 A.3. 10/11/43

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Two drafts are subd.

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The D.P.I.'s reply has not been received. It has been told it may wait until his return from leave.

I have meanwhile been studying the Sargent Memorandum and, later, the Report of the Central Advisory Board. This Report almost entirely follows the Sargent Memorandum; I have marked in pencil the few places where there is variation, and I have indicated at the top of each Chapter the extent and nature of the variation. Certain lines on which the main proposals have to be discussed, and the need for modification of some of them, with reference, particularly, to the governing factor of Finance, suggested themselves to me. I have put them down in this Note. The discussions have been strung round 30 numbered points; I have marked the numbers in the Board's Report and given the references in the Note. Further discussion will be conducted after the D.P.I.'s report is received, and orders on the various points raised will be taken only after that report has been examined; meanwhile A.3 may perhaps care to see.

Should compulsion extend from 6 to 14 ?

1-8

1. The last sub-paragraph in para 3 of the Introduction (P.3)

This raises a question of fundamental importance. In theory everybody would welcome the proposition that there should be free and compulsory education from 6 to 14 years of age. But as a measure of expediency, dictated by considerations of finance, there seems to be a good deal in favour of ~~working~~ making only the Junior Basic compulsory and free. As against the consideration that education from 6 to 14 is an organic whole, there is the other consideration, indicated in the Report itself at pp: 8-9, that there is a definite psychological break at about 11, which justifies division of Basic education into two stages: educational theory therefore need not stand in the way of a termination at 11. That is also the stage suggested in the scheme for transfer of pupils to secondary schools:

there need be no objection therefore from that point of view, either, The Report does not indicate the nature of, and the reason for, the inefficiency and waste which it refers to as having occurred elsewhere in consequence of applying compulsion first to the Junior Basic stage. It may be noticed, on the other hand, that in the recent cases where conditions similar to those prevailing in India had to be tackled, Russia and China, Russia began with four year compulsion first and then extended it to seven years, and in China too the proposal was to start four year compulsion first (and then extend it to 6 years). The unwillingness of parents, particularly in rural areas, to send children to school after they begin to have some labour value, is an obstacle to any scheme of compulsion. If the range of compulsion is suddenly swept up to 14 this element of obstacle would assume serious proportions. If the range is kept at 11, as it now is, it will be made manageable, particularly as people are already accustomed to it psychologically.

2. Last sub-para of para 1 of Chap. I (P.7) 6

The Report of course suggests that the Senior Basic also should be compulsory as well as free. It has been indicated in the discussion under item 1 above that it might be expedient to confine the compulsory scheme to the Junior Basic. But I do not think there would be any objection to having the Senior Basic free without being compulsory -- as in fact, practically, it is here now.

Cannot Senior Basic be merely free without being compulsory.?

It may be noticed incidentally, that, according to the scheme in the Report, after diversion of pupils from the Junior Basic School to the High School, the stage corresponding to the Senior Basic in the High School seems to be neither compulsory nor free.

3. Para 3 - P.9 of the Report 7

Curricula in Basic Schools.

A different line of approach was adopted in this Province; but the curricula for Elementary and Higher

Elementary Schools have already been remodelled in accordance with the principles referred to here.

4. Para 3 - P. 9 of the Report. 7-8

The rationale of Senior Basic Schools.

The organisation of the Higher Elementary Schools here is in accordance with these ideas.

5. Para 3 - P. 9 of the Report. 7-8.

Hostels for Senior Basic Schools.

This is questionable. It would probably be better to arrange for conveying children to schools centrally sited. The magnitude of the question, anyway, will be much smaller if the Senior Basic Schools are, as suggested above, to be only on a 'voluntary' footing and not compulsory as in the Report.

6. Para 4 - P.10 of the Report. 9

Qualifications for teachers of Basic Schools.

The Report postulates Secondary trained teachers even for Junior Basic Schools. In this Province 'Higher Elementary' trained teachers have been considered sufficient. It is only for the Senior Basic Schools that we stipulate Secondary trained teachers. I do not think that 'Higher Elementary' trained teachers have been found unsatisfactory in experience for the Junior Basic Schools. There is no denying of course that Secondary trained teachers would be better; in fact in someadvanced countries the aim is to have graduate teachers even for these grades. But where Higher Elementary Teachers have been found adequate to carry on, it is expedient, from the point of view of finance, to continue to carry on with them. Secondary trained teachers take longer to turn out; it would quicken the tempo of the scheme, too, if we carried on with Higher Elementary trained teachers. If we leave the Senior Basic stage to be on a voluntary footing it will be an incentive to Senior Basic Schools being satisfactorily filled if the teaching profession were to remain an opening at the end of that course.

7. Para 5 - P.11 of the Report.

Teacher - pupil ratio for Basic Schools.

The rule here, for Senior Basic as well as for Junior Basic, is 1 for 35, though 1 for 30 is expressed to be a desideratum. I think our present ratio may be continued. That would mean considerable reduction in the bill of costs for Senior Basic Schools.

8. Para 6 - P. 12 of the Report.

Cost of Basic education

The estimate of costs proceeds on the footing that the entire cost will have to be borne by the State. Aided private institutions are not contemplated. It would make no difference to the taxpayer if schools were run by local bodies, part of the money being collected by local bodies, ~~xxxx~~ and the rest being met by Government subsidies. But the Report eschews local board administration too (pp:92-93 of the Report). I think the assumption in the Report should be accepted. It is impossible to get private agencies to open schools in the manner and on the scale implied by the planned comprehensive scheme we have in view. If we are to get Local Bodies to open them on this big scale we will have to give them special subsidies to cover the entire extra cost. When Government would thus have to bear practically the whole extra cost it is obviously advantageous for the Government to open and run the schools themselves, and there is no advantage whatever in putting them under Local Board management. The method adopted in the Report for the calculation of costs includes the cost of administration also. The existing schools might remain under their present managements and continue to be helped on the present methods and scale. But when special services like school medical service are introduced, they should, naturally be extended to these schools also, and modifications of aid or subsidy made. On the method of estimate of costs in the Report, which provides for new schools for the whole population, this would not mean an extra addition to the calculations. On the

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principle, however, that local bodies would have had, in the normal course, to provide for expansion of education, a suitable enhancement of cess or municipal tax may be made, earmarked for expenditure under the Scheme, and made over to Government for the purpose of the Scheme. The extent to which this can be done will have to be determined by an examination of the finances of local bodies during which their financial liabilities in respect of other Post-War development schemes - Medical Relief, Public Health, Water Supply and Drainage etc. - will also have to be taken into account. It will have to be remembered, though, that if existing local board and private schools are to remain, it would not be expedient to have too steep a difference between them and the new Government Schools in regard to conditions of remuneration of teachers etc., until at least ~~the~~ we come to a stage when even those schools can be taken over by Government so that all schools can be run on uniformly improved conditions. On the other hand, the point that some improved conditions might be necessary is an additional argument against allowing new schools to be opened by private or local board agencies - as there cannot be different conditions for existing and new schools and local bodies may not be able to afford the cost of applying the new conditions to the old schools also.

It is possible, however, to have the bill of costs as drawn up in the Report reduced considerably.

Under Junior Basic, if it is accepted that Higher Elementary trained teachers will do, instead of Secondary trained as suggested in the report, that will mean reduction of the cost under salaries by roughly 1/4: the scale here for Higher Elementary trained teachers does not compare very unfavourably with the scale suggested in the Report for Secondary trained teachers working in Junior Basic Schools, and may for the present continue. If the present working teacher - pupil ratio of 1 : 35 is retained instead of

adopting the ratio of 1 : 30 suggested in the Report that will also make a difference. The quantum of the cost representing 'other expenditure' will, however, have to be maintained. As against the (roughly) Rs 22.4 under salaries plus 9.4 under other charges, per pupil, adopted in the report, we may take (roughly) Rs 15-8 under salaries plus 9.4 under other charges - a total of Rs 26 as against Rs 32 (nearly) adopted in the Report. In other words we may take the cost as about 4/5 of the cost as calculated in the report. Against a figure of 20 crores as per the Report we may adopt a figure of 16 crores. This includes, it may be noticed, the cost of special services (medical inspection, mid-day meals for poor children etc.) also. At this stage of schooling, particularly in Madras, and in the light of the experience gained here, separate provision for girls would be needed only to a very limited extent. Special provision for certain communities may be required at least for some time. For the duplication of provision which these items may imply I think 1/8 of the total cost may be allowed. The total figure may therefore be put as 18 crores. "A"

Under Senior Basic it will make a tremendous lot of difference of course ~~if~~ if the suggestion is accepted that the stage of education should not be made compulsory. Left on a voluntary footing, I think the proper provision to make would be by following the percentage which the present school population in Higher Elementary Schools bears to the present school population in the Lower Elementary Schools, as indicating the normal voluntary flow from Junior Basic to Senior Basic Schools, and from this figure striking the percentage of the age group 11-14 for which provision in the Senior Basic will have to be made and adopting in the process the full population of school age in both the groups. As against 30 lakhs now at school in the age group 6-11 we have 1.37 lakhs in the Higher Elementary Schools. Taking the full population in the age group

age group 6-11, 61 lakhs, we have roughly to make provision for 2.74 lakhs. Allowing for an increased rate of flow due to the impetus of free compulsory education at the lower stage we may count as extra a half of this, and put the figure at 4.11 lakhs. As against the total in age group 11-14 of about 27 lakhs adopted for the purpose of the Senior Basic, this gives roughly about 15 per cent or a proportion of 1/7 roughly. In other words, going on these lines, the cost should be only 1/7 of the cost for the Senior Basic as calculated in the Report. If, further, we go by our present teacher-pupil ratio of 1 : 35 as against the ratio of 1 : 20 given in the Report there will be a further reduction in cost though not by the exact proportion represented by the difference in figures. Calculated according to the report the cost of Senior Basic would be about 15 crores. Reducing provision and cost to 1/7, as indicated above we would get the figure as 2¼ crores; making a reduction in respect of the pupil-teacher ratio also, we may put the figure roughly as 2 crores. This figure assumes that calculations of salary will be as in the Report. It may not be expedient to raise salaries and allowances to those levels at the start; and taking the salary portion alone, our present scale (Government Schools) does not compare unfavourably with it, being roughly 3/4. A reduction of about 1/3 may be justified on this account but on the other hand, even though the schooling at this stage is tobe left voluntary, an increased enrolment of girls also should be expected and is desirable, and for this stage of education separate schools for boys and girls might be necessary. To meet this, the 1/3 reduction indicated above need not be made as a set off, and the total may be kept at two crores. If, as proposed, compulsion is to stop at the Junior Basic, no special provision need be made, I think, in respect of special communities. "B" "C"

Thus against a cost of about Rs 35 crores for Junior and Senior Basic together as per the Report we get a cost of Rs 20 crores for both together after making special provision in the Junior Basic for girls, and for special communities, and for girls in the Senior Basic. This of course is the maximum recurring cost towards the end of the Plan; the rise will be in stages during the progress of the Plan.

We have to note however that the calculations, in respect of building charges, allow for only interest and sinking fund payment at 5 per cent. Capital cost will be borne by way of loan. Taking this as 20 times the interest etc. charges for capitalisation, we will require a loan of 20 crores. But this also will be in stages as the Plan progresses.

Under the proposals suggested by me above the Junior Basic as in the Report will take in the whole population of school age, and that will mean, roughly, a doubling of the present figures here; in the Senior Basic it will be a quadrupling of the present numbers in Higher Elementary Schools in the age group 11-14.

9. Chapter II of the Report - Pre-Primary Education — Pre-Primary Education

Even in England the provision in this regard is at present negligible. This type of education may perhaps, for the present, be classed as a luxury from the point of view of the State and may lie over. In his Note on the Report Sir Meverel Statham (P. 106 of the Report) has taken the same view.

83

15.

10. Chapter III - Para 2, P.20 of the Report — Selection of pupils for Higher Education

There is no doubt that a selection should be made because it is at this stage and by such a process that the problem of aimless drift towards higher education, with the evils of unemployment in the wake, can be effectively stopped. Such selection is in vogue in advanced countries. Comment is called for, however, on two points in the Report. It is suggested in the Report that parents who wish to give

their children a High School education even though the boys might not get in in the process of selection, should be allowed to do this, but should bear the full cost. It is not clear what is meant by the full cost here. But this provision, anyway, cuts across the whole scheme of regulation of Higher education and is wrong in principle, and should not be accepted. The suggestion in the Report that pupils who are not in the lists of pupils selected for the common examination should also have the right to sit at it, would theoretically defeat the main idea of the selection process; but this is a matter of detail about the process, and perhaps, as a matter of expediency, at least at the start, this might be allowed.

83 Sir Meverel Statham in his Note (P. 106 of the Report) has criticised this provision in the Report. He has suggested that there is a grave danger that minority communities and backward communities and groups may be handicapped in this process, as they develop late. The first answer to that is that in any case this process, in combination with a scheme of free places, which is also provided for in the Report, will make systematic provision for those pupils belonging to these communities who are outstanding, and such provision is sure to be very much larger than under present conditions - and that would be the proper frame of comparison. In fact, as paras 1 and 2 of Chapter III would show, their scheme is expressly designed to give effect to the same idea that Sir Meverel has emphasised, viz., that there should be equal opportunity for all, rich and poor, those from rural areas as well as those from urban areas. Another answer to Sir Meverel's criticism is that the scheme does make provision for transfer even at a later stage, in view of the later development of pupils. This may not, however, meet the case to the fullest extent, particularly, if, as I have proposed above, the Senior Basic is to be put only on a voluntary footing. The point of Sir Meverel's

criticism seems to be, however, that if the selection process aims at selecting only the best, these minority communities and backward communities and groups might, in view of the tendency of the pupils to develop late, in the result, get enrolment in secondary schools in much smaller proportions than their numbers would warrant. In other words he would shift the emphasis to 'minimum fitness' which he has mentioned, from 'the best', which the Report has assumed. As a question of expediency, in view of the fact that entrance to the professions and to the Services would be governed by the regulations made at this stage, the point must be conceded. But this can be met by suitable modifications in the method of selection which the Report in fact has suggested should be elastic so as to suit local conditions. We may, I would suggest, have the candidates at the common examination graded into two sets, A the very best and B those showing minimum fitness: and if the adoption of List A alone would mean inadequate representation of minority or backward groups the necessary readjustment may be made by taking List B also into consideration - taking from that list the necessary number to replace pupils in List A from groups who are over-represented. If it is feared that even the list for the common examination itself might not be properly drawn up the Retention of the provision - made in the Report - that pupils not in the list may also be given the right to take the examination, would meet the case.

The need for making further provision for selection at a later stage (whether that stage is voluntary or compulsory) would still remain. The Report has not indicated the method by which a selection will be made at that stage. We have now provision for transfer from Higher Elementary Schools to Junior form III of the Secondary Schools - but not by any kind of selection. The process will have to be made selective and the method will have to be laid down.

11. Chap. III - Para 3 - P. 20 of the Report.

Provision of places in Secondary Schools.

The Report proceeds on the assumption not merely that 1 in 5 of the age group 11-12 will be fit for Secondary education but will also go up for secondary education. Apart from the question whether they can all afford to go up (only 50 per cent of places will be free) there is the moot question whether they should all be allowed to go up - whether, on the other hand, there should not be a deliberate regulation of the numbers that should go up with specific reference to the demand for the products of secondary education, at the end of the stage of secondary education or after further University education, in due course, for the various vocations and professions, and a due margin given not merely for losses in transit but also for those who may take up education for its own sake. The problem of educated unemployment has been so keen even under present conditions - because there had been a drift to higher education, beginning with Secondary, without any reference to the possibilities of employment. The proposals in the Report would multiply the places by more than 7 times. There is going to be a large increase in technical education but unless this is definitely correlated to demands, in volume and in nature, in connection with the industrial development that is envisaged, the problem of educated unemployment would be accentuated. I think as close an estimate as can be made of the demands in respect of Commerce, Industry, the liberal professions, the administrative services and other vocations and walks of life, should be made and provision made in the Secondary Schools only to the extent that will secure for the bulk of the entrants absorption in employment in due course. On the other hand, to make the enrolment adequate for the demands would not, I think, require anything like the provision suggested in the Report - seven times the present numbers or even, going by the corresponding

calculations for Madras, four times the present numbers. Here again I think we may take as an index of requirements the proportion that now resorts to secondary schools, i.e. comparing the number of pupils now in the age group 11-14 in the lower forms of Secondary Schools with the number of pupils in the lower age group 6-11 that is now at school. The figures are roughly 1.33 lakhs and 30 lakhs. When we apply the figures of full population in the lower group, viz. 62 lakhs, it would mean that the provision will have to be doubled. We have now at school about 3½ lakhs of pupils. Applying this formula, we will have to double the figure and provide for 7 lakhs. This would be against the 13 lakhs for which provision will have to be made if we go on the lines of the Report, i.e. roughly half. The provision suggested by me, doubling the present figures, would I think be adequate to meet the demands and would on the other hand not be likely to create problems of unemployment. The need for places for girls would not be in the same proportion as the need for places for boys. But on the other hand more lee-way is required in the case of girls' education to bring it into proper proportion generally with boys' education, and generally separate schools would be required. The method of calculation, it may be noticed, goes only by the cost per place, and so would not be affected by the fact that separate schools may have to be provided except to the extent that there will be an element of duplication by reason of the fact that all the schools together may have to be more than if there were a single set of mixed schools since the teacher-pupil ratio may have to be worked out separately. To allow for all these factors, taken together, I think we may calculate an extra 1/8 on the cost. As the scheme of free places will operate, no special extra provision will be necessary for backward and minority communities. For girls also the scheme of free places up to 50 per cent will be in operation in the girls' schools and no special extra provision would, I think, be required.

'D'

'E'

'F'

For the same reasons as have been given under Elementary Schools, I think the position envisaged in the Report must be accepted - that all the future expansion should be in the shape of schools managed by the State. The existing schools run by other agencies may remain, however. Unlike as in the case of Elementary Education, though, there will not be so much justification for, or possibility of, recovering any portion of the cost from local bodies by way of an extra cess.

Salaries in Secondary Schools.

12. Chap. III - Para 9 - P.24 of the Report.

Our Government scales do not compare unfavourably with the scales in the Report - barring the special allowances. We might, I think, go by the existing scales. That would give a saving of roughly 1/6 in the costs as calculated on the lines of the Report.

Staffing formula in Secondary Schools.

13. Chap. III - Para 9 - P. 24 of the Report.

The formula for staffing is 40 here as against 20 in the report. I do not see why our existing formula should not be retained. The saving in costs might not be exactly half under this head; but it might be put I think as a factor of saving of 1/3 on the total cost on the lines calculated in the Report.

Costs of Secondary Education.

14. Chap. III - Para 9 - P. 25 of the Report.

The cost for Madras on the lines adopted in the report will be about 15 crores. Adopting the reduced provision I have suggested it would be 7½ crores. Applying the factors of reduction I have suggested above (an 1/6 and an 1/3) it would be 4 1/6 crores; adding, on the other hand, the factor of 1/8 I have suggested, it would be roughly 5 crores.

Proportion of costs to be borne by Govt.

15. Chap.III - Para 10 - P. 26 of the Report.

At present here the position is as follows:

Fees 62 per cent; Government Grant 18 per cent; Local funds 11 per cent; other sources 9 per cent. There is no exact information about the cost of free places. The provision of free places under the new scheme will obviously have to be liberal. The 50 per cent proposed in the Report may be accepted. It is proposed, as in the Report, to run the schools under Government agency. The methods of calculation, and the figure of 65 per cent as likely to fall on the State, may be accepted. That would mean 3¼ crores for Madras, on the figure struck under item 14 above. But the scheme in the Report does not appear to have made provision for maintenance allowances in needy cases. Allowing 3/4 crores for that, I think we may take the figure for Madras to be 4 crores.

16. Chapter IV - Para 8 - P. 32 of the Report.

Enrolment in universities

The proportion may be accepted - but only, I think as a rough guide. I think here also, as in Secondary Education, a definite assessment of demand in the various vocations and professions should be made, including Research, and a margin given for losses in transit as well as for people taking education for its own sake and enrolment should be definitely regulated and restricted with specific reference to those requirements. The estimate of personnel required in connection with Post-War Schemes, e.g. doctors under Medical Relief and Public Health Schemes, and Engineers under Water Supply and drainage schemes and schemes of development under communications or Irrigation or Industries, will particularly have to be taken into account. The scheme of free places and maintenance allowances may be accepted. There are no data at present on which a close estimate of costs can be made. Going merely by a rough calculation at 1/6 of the total cost given ∅ in the Report, I think we may put the cost as 1 crore.

17. Chap. V - Para 9 - P. 41 of the Report

Higher Technical Institutions apart from universities.

It has not been indicated how this proportion is calculated and what the method of selection is to be. Here, too, I think it is necessary that enrolment should be regulated only on an assessment of specific demands, taking into account Post-War Schemes also, as indicated by me under item 16 above, and provision should be made only with specific reference to those needed.

Enrolment in Junior Technical Trade & Industrial Schools.

18. Chap. V - Para 9 - P. 42 of the Report.

Here, too the same remarks as under item 17 above apply.

Cost of technical education.

19. Chap. V - P. 47 - Summary.

There are no sufficient data now to make a close estimate as to costs. Taking it roughly, for Madras, as about 1/6 of the cost struck here, it may be put roughly as 1¼ crores.

20. Chap. VI - P. 48 of the Report.

Adult Education.

Sir Meverel Statham in his Note (P. 106 of the (report) has referred to Adult education as unnecessary. I do not think this view can be accepted. That is the view that has been so far adopted in this Province but it was more with reference to the questions of finance and of lack of trained personnel. Now that a planned development is being envisaged it is quite necessary that Adult Education should also be put into the Scheme. As the Report has indicated, the dead weight of existing illiteracy among adults is, besides being a disgrace in itself, likely to be a serious obstacle to the scheme of compulsory primary education if it is not lifted. Even for those newly brought into the compulsory scheme it would be necessary to have a scheme of Adult education proper (as distinct from the aspect of adult literacy) kept up, particularly if, as suggested by me, compulsory education is to stop with the Junior Basic stage. In Russia and

China, where similar conditions had to be tackled recently, mass illiteracy was tackled alongside the scheme of compulsory education for children. I think therefore the Scheme as envisaged in the Report should be accepted. The cost, going by the estimate in the report, will, taking it roughly as 1/6 of it for Madras, be 1/2 a crore.

21. Chap. VII - P. 58 of the Report.

The Training of teachers.

The cost has been struck as 4½ crores for the whole of India. A proportionate total for Madras might roughly be 3/4 crore. But a reduction may be made if as suggested by me there is to be no compulsion for the Senior Basic and if provision in secondary schools is also reduced. The figure may be put roughly as 1/2 a crore.

22. Chap. VIII- P. 64 of the Report.

Cost of Medical Service (including provision of meals)

The cost, it may be noticed, has been included in the calculation of costs under the appropriate stage of education.

23. Chap. IX - P. 76 of the Report.

Cost of Special Schools.

The cost, it may be noticed, here too, has been included in the calculation of costs under the appropriate stage of education.

24. Chap. X - P. 87 (Summary) of the Report.

Recreative and social activities.

The calculations under other heads give, I think, a sufficient margin and no separate provision need be made for this.

25. Chap. XI - P. 88

Employment Bureaux.

I think a better alternative would be, as I have suggested above, to regulate, instead, the enrolment of ~~members~~ numbers at the various stages. The cost of any administrative machinery necessary for that would, I think, be covered by the cost of administration provided for in the calculations; no separate provision for costs need be made here.

Administration.

26. Chap. XII - P. 91 of the Report.

The cost, it may be noticed, has been taken into account in calculating the costs of the various stages of education.

The scales of salary suggested in the Report are much more liberal than the existing ones, but the difference it would make if only existing scales are followed, may for the purposes of calculation, be ignored.

On the question of eliminating local boards from management, I have already suggested in the discussions above that this should be accepted, and while existing local board schools may continue, all new schools should be under State management.

Total Costs.

Recurring.

27. Page 98 in conclusion of the Report.

On the lines which I have indicated above the net annual recurring costs ultimately will be :-

Junior Basic	--	18 crores
Senior Basic	--	2 ,,
Secondary	--	4 ,,
University	--	1 ,,
Technical Edn.	--	1¼ ,,
Adult Edn.	--	½ ,,
Training of teachers	--	½ ,,
		27 1/4 crores.

N.B. (i) - The costs of School Medical Service, feeding of poor children in Elementary schools, Education of the Handicapped, and Administration are included in the calculations. It is considered unnecessary to put in any special provision under Recreative and Social Activities and Employment Bureaux.

(ii) The cost, on the lines of the

Report itself would be roughly 1/6 of the total given there -- i.e., about 46 crores.)

This cost of course would be progressed to only in stages through the period of 40 years envisaged in the plan.

Non-Recurring

The non-recurring costs will be primarily the construction of buildings. The calculations under 'Recurring' provide 5 per cent of costs as payment of interest charges and sinking fund. Capitalising at 20 times we may put down the capital costs as about 27 crores too; this will have to be raised by way of loan; this will also be spread out through the period of the Plan.

Share of expenditure by local bodies.

Taking roughly the proportion that land cess bears to the land revenue the possibility might be envisaged of making local bodies bear ultimately a proportion of 1/10 of the cost of education in the Junior Basic stage; the point has been referred to in the course of the discussions above; the question depends on a general examination of local board finances with reference to their liabilities under other schemes of Post-War development also. In view of those other commitments being likely to be under Water Supply and Drainage, Medical Relief and Public Health which may be conceded to be of relatively more urgency, the possibility of a contribution from local bodies may be comparatively remote in the early stages, but it may be taken into account at the later stages.

Allocation of costs between the Centre and the Provinces.

28. P. 97 in 'Conclusion'

This of course is an issue of fundamental importance.

Under item 8 at p. 14 of the Report reference has been made to the Second Committee's suggestion that half the net recurring cost of Basic Education might be borne by the Centre. Having regard to the magnitude of the expenditure and the disparity in the matter of elasticity of revenues as between the Provinces and the Centre, I think that this suggestion should undoubtedly be put to the Centre. Under Technical education the report suggests (p. 47) that the administration of that portion of it that does not pertain to Technical High Schools Junior technical etc. Schools, and University institutions should vest in the Centre and the Centre should take the financial responsibility also. As far as I can see this portion of the expenditure would be only about 1/5 of the total under this head and I do not think it would be worth while to accept this arrangement; but I think that on this, and on all the other items also - Secondary, University, Adult, Training of Teachers - the principle of half grant, as in the case of Basic education, should be pressed; and the stipulation should be that there should be no administrative interference and supervision, and the scrutiny should be confined to the 'audit' side - the correct calculation for the purposes of the grant. We may adopt this as the most suitable arrangement, with reference to the suggestions contained in para: 6 of P.92 of the Report.

There is a rather sinister note, however, in the reference in the Report to "Variations" in the revenue producing capacity of different areas as a factor to be taken into account in the allocation between the Centre and Provinces. We will have to subject to the most vigilant scrutiny any proposals to give more favourable terms than as above to any other Province and we will have to see if we cannot also press legitimately for such a more favourable treatment.

Conclusion.

29. P. 98 in 'conclusion' of the Report.

If, as proposed above, half the cost is taken over by the Centre, as one can reasonably hope it will be, that will leave a cost of about 13½ crores to be borne by this Province. This will be the ultimate maximum cost;

it will be worked up to progressively; but it has to be taken ~~into~~ account of even at the outset. The factors mentioned in this paragraph of the report will be in operation here: it is expected that Post-War development schemes for improvement of agriculture and expansion of Industries will be put in operation here also and will increase taxable capacity all round - for the Province as well as for the local bodies. As indicated under item 27 a ~~contribution~~ contribution may be expected (of about 2 crores) from local bodies towards the close of the Plan and it is then the question of finances will be getting acute. The suggestion in the Report about utilisation of surplus moneys of religious bodies is a valuable one, deserving of adoption; it may, I think, fetch a substantial sum here. The ultimate figure of 13½ crores recurring cost for the Province is not therefore one which need, I think, make us draw back. Nor would the capital expenditure of about 27 crores, spread over the period of the Plan, and raised by way of loan, offer difficulty. We should, therefore, I suggest, go ahead.

30. P. 106 of the Report -

Note by Sir Meveral Statham

Comments on Sir M.Statham's Note.

Para 1. Replacement in civil life is properly part of Demobilisation Plans; such plans are under consideration. Training, wherever necessary, will be part of such plans. In p. 39 of the Report it has been suggested that Technicians can be reconditioned for absorption in civil industry. This suggestion can be further pursued with specific reference to schemes of expansion of industries also. The idea can be still further pursued by putting suitable men into the Junior Technical and Trade Schools - there again, with particular reference to the needs of industries and the definite possibility of absorption into them. As far as the Education Plan is concerned, suitable persons can be taken

into the Training Schools for teachers, the first preference for admissions being given to them. Educational concessions for the children of soldiers will, it is expected, continue to be given. For the rest, the education of the returned soldiers themselves will form part of the general Adult education activities; and that is one particular reason therefore why Adult education activities should be undertaken.

"G"

Para 2 I do not think the financial aspect has been properly presented here. By the very nature of the Scheme there is no question of raising a lump sum immediately and spending it in the first few years. Progress has necessarily to be conditioned by the pace of production of teachers. And the main point is the ultimate level of recurring costs which will be reached and will have to be maintained; and the Report has suggested, properly, that the ability to hold that level in the end should be ascertained before a Scheme is embarked on.

I have suggested lines on which the Scheme may be modified with reference to objectives as well as costs.

I have disagreed with Sir Meverel on the question of the need for Adult Education: the point is covered in the discussions in my note above - under item 20; please see also the passage marked "G" in my note.

I have agreed, in my note (under item 9) that expenditure on Pre-Primary education is unnecessary.

Para 3. I have traversed this point in the discussion under item 10 in my note above.

Para 4. I have taken this point into account at the appropriate places -- please see passages marked "A", "B", "D", & "F" in the note.

Para 5. This of course raises a grave

issue and the issue will be all the graver, if, as proposed, schools under the Scheme are to be generally State Schools. The Board itself has indicated the importance of the question (p. 4 of the Report); and it has appointed a Committee to go into it; the question may be further considered after that Committee has reported.

Para 6. I have taken account of this point at the appropriate places -- please see the passages marked "A", "C", "D" & "E" in my note.

Para 7. This must be accepted. It is expected the D.P.I. will make proposals for setting up proper machinery.

Para 8. I am in agreement with this view; and it is on that footing that I have framed proposals -- under item 28 in my note above.

FOR EDN AND P. H. DEPT. 12 APR 1944 GOVERNMENT OF MADRAS

Thanks — this will be a very useful note. A3 (Mr Kensal) 11/4/44

(193)

25- 28.8.44 days

Submitted these proposals ~~for~~ called for from the D.P.I. in regard to the post war educational developments have not yet been received even though the Director promised to send his report "soon" in his D.O. of 3.8.44. (page 17 of linked file). For orders whether he should be reminded again.

28.8.44

30.8.44

4/9/44

31/8

The draft below is for appr.

31.8.44

1.9.44

Another D.O. R.T. to D.P.I. is submitted, as desired. Secy. said that A3 would like to send it.

6.9.44

6/9/44

A3's attention may be invited to the D.O. (C.7-253) which has since come up.

6.9.44

A3. 8/9/44.

69

SECRETARY, EDN. AND P. H. DEPT. 8 SEP 1944 GOVERNMENT OF MADRAS

I just [illegible] back while the [illegible] circulation clerk was in the act of [illegible]

Copy by post.

Dpd. by [illegible]
Dpr.'s initials
Date

& Expenditure for 1939-40 —

Your no. 2043. B/39-5 of 1.11.39.

Please furnish, very urgently, details by minor heads of Rs. 30/- surrendered under "38. Civil Works - Central - Minor Works". The Govt. of India have called for such details and have required a reply by wire.

Yours

Secretary 'phoned D.P.I. this day and understood from him that the Director was writing the last chapter of his report and that the report would be with Government within a week. Secretary has conveyed the information to A.2.

18.10.44

Submitted.

26.10.44

30.10.44

Education and P.H. Department.

For Secretary:

The Educational Sub-Committee of the Provincial Post-War Reconstruction Committee will be meeting soon after the D.P.I. has sent in his report. The Sub-Committee as now constituted consists of 14 members. The D.P.I. has been asked if he has any additional names to suggest. It is likely that the Sub-Committee members may require copies of Mr. Sargent's report on Post-War Educational Reconstruction for their reference. Only 8 of these were obtained from the Government of India owing to paper shortage. 6 copies were sent to the D.P.I. and the remaining 2 copies are in the Secretariat. It is not perhaps very essential that each Sub-Committee member should have a copy. At the same time, it may be desirable to have a few copies for the use of Sub-Committee members by rotation. The Govt. of India may perhaps be asked to supply six more copies.

Draft for approval 1/11

14-9-44

A copy will be kept for circulation among members of the Secretariat. If it is more convenient to have the necessary number of copies the D.P.I. himself may be asked to give.

A copy will be kept for circulation among members of the Secretariat.

(1) Advisers
(2) P.S.O.

The other 3 copies, with such copies as can be collected back may be kept available to members of the Sub-committee.

14.9.44

Issued as Letter No. 2768A-8 2/14.9.44

R. Padmanabha Iyer B. A. & B. L.
ADVOCATE.

PARUR

30th May 1944

27831

To M. V. Subramaniam,
The Secretary to Government of Madras
Education and Public Health Department

Sir,

As I understand that Assistant-Commissioners for the Hindu Religious Endowments Board are to be selected, I offer myself as a Candidate for the same.

I am a Hindu by Religion and have passed the B A + B L. examinations of the Madras University. I am an Advocate of 15 years Standing Practising in the Travancore State. I am sure to give Complete Satisfaction if Selected for the post.

Awaiting favourable orders.

I have the honour to be,
Sir,
Your most obedient servant,
R. Padmanabha Iyer

From.
R. Padmanabha Iyer
B A + B L.
Advocate
Parur
North Travancore

8/

First meeting of the Committee since the Council discussion on the subject is the meeting held on 19/8/44.

...0. 3. 43

...ment, Madras
...ion Department, Madras.
...ntainment

...ers.

...of K. Sankaran, Head master,
...ppeals in Parmani Taluk, P.O.
...Kerala:—

...of the present war Conditions, the
...oil, kerosene, gingily oil, Coconut
...ssaries of life have abnormally increased.
This is clear even from the index table published by Government.

ii that in Malabar the rise in price has been the highest in the presidency.

iii that Consequently, the memorialist finds it extremely hard to maintain himself and his family with his present salary of Rs. 23/- P.M.

iv that owing to the inadequacy of his present salary to meet the abnormal increase in the Cost of living he is running into debt and will soon be on the verge of insolvency.

v that his present position therefore demands immediate pecuniary relief.

vi that realising the difficulties of their low paid servants, Government themselves have sanctioned varying rates of dearness allowance to their servants and have permitted Local Boards to grant similar allowances to their servants.

vii that private employers like factory owners are quite generous to aid their low paid employees to allow them to tide over their difficult times.

viii that the Malabar District Board has not yet granted dearness allowance, allowed in G.O. No. 2788, L. A. dated 19. 9. 42 to its servants and,

ix that therefore the humbly prays that the benign Government may be pleased to consider his present deplorable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds.

For which act of justice and generosity, the memorialist is duty bound ever pray.

...Kg,
...ch, 43.

...Headmaster
...B.B.S. Trikkapezhi
Memorialist

A

Dev. Dept.

SECRETARY TO GOVERNMENT
18 SEP 1944
POST-WAR RECONSTRUCTION (CO-ORDINATION)

Post War Reconstruction:-

Edn. Sub Committee - minutes recorded etc

Director of Industries & Commerce desires that he or his representative should be put on this Edn Sub committee as the Industries Dept. is responsible for technical edn in the hins. Secy P.W.R. may take such action as he thinks fit.

EDUCATION AND PUBLIC HEALTH DEPT.
18 SEP 1944

Secy. Dev Dept.

Secy. P.W.R (Coordn). Dept.

46046 / I have no objection to this proposal. A letter may be issued accordingly to the Chairman. Secy. of the Sub Committee

M. K.

P.W. Recd. on 18/9/44
383/Gen-1
18/9/44

Secy. E. & H.

Secy. to G.O.M. Dept.

The file may be submitted to A3 for orders on the suggestion in para 9 of the note on page 7 ante.

19.9.44

Secy.

Attention is also invited to the remarks in para 10 of the note on page 7 ante.

19.9.44

Secy.

Attention is also invited to the remarks in para 10 of the note on page 7 ante.

Secy.

After the resolutions from A3 D.P.I. may perhaps be told that A3 proposes that such and such persons should be visited by ... and such visits may be done.

Secy.

Agreed with Sec. A3.

A draft d.o. is submitted for approval. After issue the development of the P.W.R. (Constr.) Deptt. may see the file with reference to the note above.

25.9.44

29 SEP 1944

DEVELOPMENT DEPARTMENT

23.9.44 23.9.44

Draft d.o. to P.W.R. (C) Deptt. after issue.

56761

28.9.44

SECRETARY, EDN. AND P. H. DEPT. 22 SEP 1944 GOVERNMENT OF MADRAS

SECRETARY TO GOVERNMENT 29 SEP 1944 DEVELOPMENT DEPARTMENT

(41) (19676) A/44 D.O.

D.O. No. 41

To

ADV. U.S.

The file is sent to his dept. with ~~This Dept. is concerned with~~ the proposed cooption of the D.I.E. or his representative as a member of the Post War Reconstruction Sub Committee on Education. Notes on pp 9-10 above and the D.O. below may be perused and the file passed on to P.W.R. (C) Deptt.

Ce 29.9.44 Adv 30.9.44

P.W.R. (C) Dept. 30/9

D.O. No. 56761 A/44-1 30.9.44.

SECRETARY TO GOVERNMENT 2 - OCT 1944 525/44 POST-WAR RECONSTRUCTION CO-ORDINATION

P.W.R.(C)

On page 7 ante, A3 has approved the cooption of seven members to the Education sub cmtee and on page 10 ante, he has agreed to the D.I.E.C. also being on the Cmtee. As remarked by Secy. Dept. these members will have to be coopted at the first meeting of the Edn sub Cmtee, when it is held. If Govt consider that these members should be asked to attend the first meeting, there is no objection to invitations being issued to them in advance so that, as soon as the sub Cmtee

From (Name) .....

(Designation) A Commissioner, Municipal Council,

Tiruvannamalai.

To The Secretary to the Government of Madras,

Education Department.

Madras.

Sir,

I submit herewith a copy of the Municipal Council's resolution No. 106 dated 21--6--39 supporting the resolution of the Salem Municipal Council to prepare a scheme to eradicate illiteracy.

A Gopalakrishna
Commissioner. 27/6

Forwarded

Venkatachalapathy
Chairman. 27/6

27/6/39

E.P.H.

P.W.R(e) U.O
525/44-1
2.10.44

ASST. SECRETARY TO GOVT. EDUCATION AND PUBLIC HEALTH

12 decides to cooptl them, they can join the meeting and take part in the discussion. Ettpth will no doubt decide and let this dept. know on this point as soon as the date for the meeting of the sub Comtee is fixed, so that this dept. may issue the necessary invitations to the Members. S.S.

2-x-44.

D

We may say if it is proposed to co-opt Sulaiman Saheb as a member of the committee, the invitations to attend meeting sent afterwards. Sir P.T. Rajan has since proposed the name of M. Ratnaswami also for the sub-committee, for orders. 2.10.44

May be accepted by

Agreed

SECRETARY, EDN. AND P. H. DEPT. 8 OCT 1944 GOVERNMENT OF MADRAS

It is presumed that Sulaiman is for the co-option of Mr. Ratnaswami as a member of the Sub committee.

The file may be sent to the P.W.R (Genl.) Dept. for further action with reference to the note on page 11-12 ante.

The question of fixing the date for the Sub-committee meeting will be

Ed. P. H.

13

1497 43

A3 by

A3.

Mr. Dept. has to fix the date of the meeting also.

2-10 which is the date for the Sub-committee meeting

Secretary's note on page 1 ante:

No definite instructions have been received as to the procedure to be adopted in the matter. If the idea is to circulate copies of the D.P.I.'s report straightaway to the Sub-Committee members, then it will be convenient to ~~arrange for~~ ~~the~~ ~~spare~~ ~~copies~~ ~~required~~ ~~for~~ ~~the~~ ~~purpose~~ ~~from~~ ~~the~~ ~~D.P.I.~~ ~~himself~~. arrange now. The question would then be how many copies should be printed. It is difficult to decide that now. For one thing, the ultimate size of the Sub-Committee will depend upon the D.P.I.'s reply to the reference as to the further names to be added to it and the decision thereon. For another, it is likely that the Government of India should also be sent a few copies. For the present, the Director may perhaps be told that simultaneously with his submitting the report to Government he may send a copy to the Press with instructions to put the matter in type very urgently and to send a few copies, say 25, direct to the E.P.H. Secretariat and to keep the type standing until the Press gets further instructions from the D.P.I. Draft D.O. for approval.

Perhaps Secretary, Post-War Reconstn. (Co-ordn.), may see before circulation.

S
14.9.44

27684-9
15.9.44

Sec'y P.W.R. (C).

I don't think we need circulate to all members of the General Committee such items of routine reports, but it would be useful if a copy of the D.P.I.'s report is sent to each member of the Gen. Committee before the first meeting. M.K.

E.H.P.H.

POST-WAR RECONSTRUCTION (CO-ORDINATION) :: SECRETARY TO GOVERNMENT :: 16 SEP 1944 362/44

P.W.R.(C) U.O. 362/44-1

MOST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. :: 16 SEP 1944

SECRETARY, EDN. AND P. H. DEPT. :: 16 SEP 1944 :: GOVERNMENT OF MADRAS

To address as to circ.

S
18.9.44

Yes. I also approve of Secretary's proposal to the D.P.I. will be instantly returned.

A3.

Put up for orders after D.P.I.'s report is received. Meanwhile no action needed on proposal to circ. Mr. Rathnaswami's name to be intimated to D.P.I. in advance.

S
4.10.44

A draft D.O. is submitted with file.

S
6.10.44

4th 28th Nov. & 4th Dec are free.

11/11/44 A2.

Period is to be decided in the 27th different Depts are to be asked to give names & times to go members. 11/11/44.

28th Nov.

Mr Clark 4 1944

SECRETARY, EDN. AND P. H. DEPT. 15

The letter below should accompany. It is also necessary to approve the agenda: a draft agenda with brief notes, where necessary, is placed below for appl: It is a question for consideration whether copies of the agenda with the reports & bks referred to therein may not be sent to persons proposed to be co-opted. In which case para 2 of the letter can be modified.

Σ 14.11.44 S 14/11/44.

Draft modified & typed. May be circulated to A2 for appl: of the draft letter & agenda. Σ 14.11.44 S/A2 14/11/44 A2

No 5 may be noted — it is possible midday meal will be provided for. Some extract — the Budget.

If Rudra shd be present at the meeting. Mr 14/11/44

od 11/11

od 14/11

Ref. to 528 which from the Govt of India No. F-26-13/44 dated 3 November 1944.

The report drafted has since submitted for proposals on post war educational development. Submitted for orders with reference to the note on page 3 ante, the draft on page 38 of S. for consideration

7.11.44 S 7.11.44

for orders whether instead of circulating the official replies/proposals a Dis. may be sent to the Joint Secys., forwarding a copy of the Director's report and asking that it will have first to be considered by our committee before Govt. take decisions.

Σ 7.11.44 S 8/11/44 A2.

SECRETARY, EDN. AND P. H. DEPT. 13 NOV 1944 GOVERNMENT OF MADRAS

Mr 9/11/44

This may be done: 8/11

Draft for consideration (with F.C.)

Σ 13.11.44 S 14/11/44.

p91 of

p89 of

p92 of

MALABAR DISTRICT BOARD
MAR 1943
CALICUT

No. 05093

To

The Secretary to Government,
Local Administration Department,
MADRAS

Thro'

The Proper Channel

The humble memorial of N. P. Kaippu Unnithiri Asstt Teacher, Board Boys' Ele. School, Kizhakkancheery, Palghat Taluk.

Respectfully showeth :—

(1) that, on account of the present war conditions, the market prices of rice, cloth, kerosine, gingily oil, coconut oil, and other necessaries of life have abnormally increased. This is clear even from the index tables published by Government.

(2) that, in Malabar, the rise in price has been the highest in the Presidency.

(3) that, consequently, the memorialist finds it extremely hard to maintain himself and his family on his present salary of Rs. 23

(4) that, owing to the inadequacy of his present salary to meet the abnormal increase in the cost of living, he is running into debt and will soon be on the verge of insolvency

(5) that his present position, therefore, demands immediate pecuniary relief.

(6) that, realising the difficulties of their low paid servants, Government themselves have sanctioned varying rates of dearness allowance to their servants and have permitted Local Boards to grant similar allowance to their servants.

(7) that, private employers like factory owners and quasi public agencies like Railway Companies have also given generous aid to their low paid employees to allow them to tide over these difficult times

(8) that the Malabar District Board has not yet granted the dearness allowance allowed in G. O. No. 2788, L. A. dated 19—9—'42 to its servants and

(9) that, therefore, he humbly prays that the benign Government may be pleased to consider his present pitiable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds.

For which act of justice and generosity, the memorialist shall, as in duty bound,

Place, Kizhakkancheery

Date, 8th March '43.

Ever Pray,

N. P. [illegible]

Memorialist.

203

cf. 54759A. from the Principal Women's Christian College, dt. 16.11.44

cf. 54768A. from Sri K.V. Krishnaswamy Ayyar, dt. Mylapore, dt. 17.11.44.

Submitted for perusal. Or is for order whether any other person should be coopted in the place of Miss Rivett & whether the paper sent to Miss Rivett along with the invitation may be called back. In place of Miss H. Rivett Miss E. Ezekiel is now acting as Principal of the Women Christian College and I do not refer to her & with

18.11.44

refer to B above as suld.

18.11.44

Subject to the minutes cf. 1 & 2 ante, Ag. CEO may be informed that the Technical Committee, & the Executive Committee, may meet in the D.P.I. Committee room to discuss all the pressing matters & finally arrive at decisions for those items of work for which Ag. CEO was unable to attend the meeting. Ag. may also kindly see that initiation can be sent by this week in the matters Ex. in the item regarding above which will be taken up in

SECRETARY, EDN. AND PUBLIC HEALTH DEPT.
27 NOV 1944
GOVERNMENT OF MADRAS

Yes. 29/11/44

Put up to D.P.I. with papers & draft D.O. for appl.

I shall attend to [illegible] after D.P.I's

Chirakkal Taluk,

Ramanthali Board Mopla Boys. school

P.O. Ramanthali: Dt. 12-9-26/42.

05291

From

The Secretary to Government,

Local Administration Department,

MADRAS.

THRO'

The Special Officer,

Malabar District Board,

CALICUT.

The Humble memorial of K. Mammoo, Head Teacher

Board Mopla Boys School, Ramanthali, Chirakkal Taluk

Respectfully Showth

(1) That on account of the present war condition the market prices of rice, cloth, keroseine, gingily oil, cocoanut oil and other necessaries of life have abnormally increased. This is clear even from the index tables published by Government.

(2) That in Malabar, the rice in price has been the highest in the Presidency.

(3) That, consequently, the memorialist finds it extremely hard to maintain himself and his family on his present salary of Rs. 23/-

(4) That owing to the inadequacy of his present salary to meet the abnormal increase in the cost of living, he is running in to debt and will soon be on the verge of insolvency.

(5) That his present position, therefore demands immediate pecuniary relief.

(6) That, realising the difficulties of the low paid servants, Government themselves have sanctioned varying rates of dearness allowance to their servants, and have permitted Local Boards to grant similar allowance to their servants.

(7) That, private employers like factory owners and quasi public agencies like Railway Companies have also given generous aid to their low paid employees to allow them to tide over these difficulties.

(8) That the Malabar District Board has not yet granted the dearness allowance allowed in G. O. No. 2783, L. A. D/ 19-9-42 to its servants and

(9) That, therefore, he humbly prays that the benign Government may be pleased to consider his present pitiable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds.

For which act of justice and gernerosity the memorialist shall, as in duty bound.

Ever Pray

Place, Ramanthali

Date, 10-3-43

Memorialist. Mammu Hd Teacher

After issue, this may be sent to P.W.R.(C), so that they may intimate the omission of the two items (2 & 3) in the agenda to the members to whom they sent out copies of the agenda.

21.11.44

P.W.R.(C) — Agreed.

23/11/44

P.W.R.(C)

Action on A above has been taken in this dept's file. May be acknowledged.

23/11/44

E.P.H.

P.W.R.(C) W.O. 8997/44-3 23.11.44

55718

SECRETARY TO GOVERNMENT 23 NOV 1944 1148 WAR RECONSTRUCTION (C.D.-G.T.D.)

ASST. SECRETARY TO GOVERNMENT 23 NOV 1944 EDUCATION AND PUBLIC HEALTH DEPT.

pp.27-28 C.F. 1165/44

p.33 C.F.

(D.O. to the D.P.I., No.2768-A-16, dated 21-11-1944)

From the D.P.I., D.O. dated the 24th November 1944.

If it is decided to appoint Miss D'Souza as a co-opted member, it will be necessary to send her a telegram and follow it up by means of a letter.

Draft telegram and letter are for approval.

25.11.44 S/A

25/11/44 AA.

'Hold' as meeting (Cons) off on 28th. 25/11/44

25/11

cf. 56355A, 56356A & 56357A. Telegram from the Rev Copley and Miss D'Souza & letter from the Rev Copley, dt 28.11.44

Submitted for perusal of dd

A draft letter with reference to ~~a~~ ~~on~~ ~~the~~ ~~subject~~ is also submitted.

29.11.44

25.4.44 S/A 'A' & 12-1-44

Sanctions attd to file

25/11/44. AA 30/11/44

Draft letter to the Genl. Manager, S.I.Ry: Subd: ~~Proposed~~ TA is not necessary to trouble D.P.I. as it is a routine matter

2.12.44 S

I think, too,

Subd: Hence the presumption is correct. S 2.12.44

the T.A. rule applies to him, in the absence of the Chief Engr. Railways

25/11/44.

SECRETARY, EDN. AND P. H. DEPT. 30 NOV 1944 GOVERNMENT OF MADRAS

1123/44

54

(d) A room with a large corner space unbroken by doors or windows will provide the maximum shelter space. If an explosion takes place near the corner the wind blast will be divided by the two walls and the explosion will bifurcate and do less damage. In case the ceiling is brought down by the force of the explosion rafters and debris will tend to fall in the centre rather than in the corner.

(e) There should be no abnormally heavy weight above, i.e., if part of your house is single storied it would be preferable, other things being equal, to have your shelter there.

(f) Windows should be as small and as few as possible, preferably facing a building or flanked by an adjacent wall. Glass, particularly in or in the vicinity of the shelter room, should be pasted over with cellophane paper or mosquito netting or protected by close wire gauze. Windows and doors could be masked by brick baffle walls if desired or small walls of sand bags 30" thick could be used to give added protection to a suitable interior corner.

(6) A good reinforced concrete roof would give reasonable protection from above but provision could be made for overhead protection by means of strutting-up with wood or steel. For this you would have to get the assistance of an Engineer or Contractor.

(h) The shelter room should not, if possible, face the prevailing wind.

(i) Finally remember that if the windows of your house, as a whole, are open there is more chance of the blast passing through the building and thereby lessening the effect of the explosion on the building itself and doing less damage to walls and roof.

56

(296) 57

2

eastwards along the northern boundary of R.S. Nos. 191 and 192,

Go… …ras

…38

…-3-9594/37.

READ—the fo…

From the …

Order—No. …

In G.O. … objections in … therein. No … sion and excl…

2. The ap… *Gazette* and …

3. The S… into Telugu … Government …

…ent called for …ality proposed …m the exten-

… *St. George*

…ion translated …perintendent,

…CIVER, …*overnment.*

…icipal Council).

To the Commis…
,, Collecto…
,, Preside…
,, Inspecto…
,, Director…
,, Senior Translator to Government.
,, Education and Public Health Department.
,, Public (Elections) Department.
,, Superintendent, Government Press, for publication in the Fort St. George and District Gazettes.

[Appendix

Education and P.H. Department.

Education of the Scheduled classes and aboriginal and hill tribes.

The points in Mr. Suryanarayana Rao's letter (C.F.2…) are briefly noted on below:-

2. C. of L.'s Report: Mr. Suryanarayana Rao suggests that the C.of L.'s note ~~in the C.F.~~ should form the basis of discussion at the next Education Sub-Committee meeting, in order to make definite recommendations for accelerating the educational advancement of the classes under reference. The note in question sets out the lines on which educaional work is now proceeding and contains certain recommendations for extending and improving the activities of the Department. The recommendations are primarily for consideration by Govt. in the P.W. Department. At the last meeting of the Education Sub-Committee, it was agreed that the special measures and special concessions which are now in vogue in respect of Muslims, Scheduled classes and aboriginal and hill tribes should be continued. It is also the intention that all these special schools should be utilized for purposes of enforcing compulsion. In the circumstances, there does not appear to be much purpose in placing the note before the Committee. For orders.

3. Education of aboriginal and hill tribes: Mr. Suryanarayana Rao further suggests that the Sub-Committee should be given an opportunity to make definite recommendations on the education of the aboriginal and hill tribes and offers to prepare a note on the subject if the D.P.I. cannot find the time to prepare one. For orders.

4. Pay and emoluments of teachers: Mr. Suryanarayana Rao next refers to the salaries and emoluments of teachers and desires to put in a minute, if the Sub-Committee's decision does not meet the points mentioned by him. The Sub-Committee's proceedings will soon be available and it is open to Mr. Suryanarayana Rao to put in a minute, if necessary. No special permission is ordinarily required.

5. Welfare of youths: The Women's Sub-Committee had

recommended the formation of Youth Clubs. Prima facie, that appears to be a matter for voluntary effort. The question can be further considered, if necessary, on seeing the final report referred to by Mr. Suryanarayana Rao.

2-12-44

'B' cr. f:1 arte :- the general decisions referred to in cr. A cr. f.1 arte cover the points dealt with in the report of the C.P.H.; & the report gives details for implementing the general decisions. Where no work have to be worked into the first five-year Plan or into later stages of the Plan according to how the Govt. is viewing the general decisions about priorities. The report may be sent to the DPI for being taken into account accordingly; likewise in case, if this is not already done, to allow for consideration at the next meeting. The C.P.H. and D.P.I. themselves may be invited if what is proposed is to be done.

'C' cr. f.1 arte :- Similarly, the Government may be called to send a note, if any, to the DPI, & DPI may be asked to send a note in terms of this; & the item need not be put down on the agenda. WL

Pers & Public Health Dept. may see.

WL 4.12.44

P.W. first: may now kindly refer to Ed. & P.H. who will know best as to whether P.W.R. (e) will have to be consulted before consideration.

4-DEC 1944 8087 4-12-44

TO Ld

Pers. Dept.

The papers may be perused & returned to Ed & PH. This Dept may agree generally with the views of Ed & PH Dept. The Comm's proposals are on an ambitious scale & it is necessary to examine them in detail in regard to their financial implications & work up a practical programme of development arranging the various items of work according to their urgency & importance with special reference to post war conditions.

DLG 6.12.44.

The proposals sent by the Comm's of Labr really Comprise in them "Ameliorative measures" for Sch Caste people etc & it is for the Department to examine them in detail. DPI's views with Govt's sanction may be obtained & he may be consulted by Ed & H as proposed by Ed & H Dept. At the same time this Dept should examine the proposals so that orders may be obtained whether a separate five year plan or something similar should be framed for the benefit of Communities eligible for help by the Labour Dept. For this purpose a Copy of the note at (R) may be obtained urgently from the Comm's of Labour.

PW & WS 8087 H/44-1 4.12.44

4/12/44

P.W.R.(e) Ed & P.H. May be consulted

These Sub-Committees are not explained to me with details. I agree with Secy. Ed & P.H.

5.12.44

Draft D.O. to addressed

6.12.44

[Issued as Dis. No. 2768/A-27 dt. 6.12.44]

" " 2768/A-28 dt. 6.12.44

From Sri. R. Suryanarayana Rao, dt. 11.12.44

Mr. Suryanarayana Rao's note is interesting. The note is also suggestive of the complexity of the problem and of the possible dangers to be guarded against in organising youth centres. The note contemplates the formation of such centres only in the Madras city, at any rate to begin with. The subject appears in the agenda for the Ed. Sub. Committee's meeting of the 19th Dec. and the consideration of the matter in the Sub. should naturally be held over until after the Committee has reported. Meantime, it is for consideration whether the note should be printed & copies circulated to Sub. Committee members. It is a pretty long note (one little over 9 pages of foolscap). Perhaps it is sufficient to get Mr. Suryanarayana Rao to depute some one to explain the purport of the Committee and obtain their views & then circulate to them for perusal of Mr. Rao's note if at all the suggestion is adopted.

12.12.44

Special in file.
Meeting on 19th inst.
& 17th Rao's note is 6
in Circulars &
Advisory Boards,
in which action will
be necessary by
14/1 am.

Ca
Parties

cdt. 50917A. From Sri R. Suryanarayana Rao, dt. 15.12.44 [212]

Submitted for perusal.

2. The communication from Khan Sahib Abdul Nasser may be awaited.

2/ 16.12.44

It is seen that there is one intention of the matter being considered again at the next Sub-committee meeting (19th Dec.) when it will have to be made to the "minute of dissent" in the report to be made to the general committee, a copy of the minute being appended thereto.

16.12.44

Vide the first part. There is no intervention of principle in giving such facilities for teachers under the management. This, I think, is only a place, in a Plan where the particular development. It seems that, Neither of these matters about a minimum salary of Rs 25/- for Elementary trade training teachers, can be raised except during the discussion at the last agenda before meeting. It is not necessary, I think, to the Committee. Hence the Secretary may take note of the reflection in the minutes of Mr. S. Rao on the last meeting, is a different matter. (I may thank for the kindness necessary to put it in). It should be a second part to the memo of Vide the new relation (i.e. "confirmation of the minutes added in the file of the last meeting" in the execution of immediate execution which (I may note regret that by amendment. I do not like the before) that in the 28th agenda "consideration of the minutes of the last meeting" may not find place in the agenda. I agree that it may be taken up as the first business of the day before we proceed to the items in the agenda which has been circulated.

Yes

said in this. Secretary may
Minutes. 16/12/44

Meeting may be taken as the first part of Mr. Suryanarayana — on the hint, action by the decision above taken. Note in Secretary, that the second part with each of it is not necessary the discussion about of Note in Secretary in the minutes.

16/12/44

From Sri R.Suryanarayana Rao, dated 18-12-44. C.F.22 et seq.

With reference to A.2's minute on the previous page, Mr. R.S. Rao did not raise the points while the minutes of the first meeting were confirmed at the second meeting; nor has any communication been sent by him asking that the second point should be added to the minutes. It may perhaps be suggested to him now that it is open to him to raise it at the General Committee meeting of the 28th December.

His subsequent letter of the 18th December (C.F.22 et seq) may simply be acknowledged. It may be noted, however, that his criticism on the adoption of a selective process at the V Standard stage, for allowing pupils to proceed to the higher stage of education, has no application to the Madras Province, for this Province is not following the Central Advisory Board's plan in this respect but the system which is already in force here. The other matters were all considered at the Sub-Committee meeting.

Draft for consideration.

Co 23/12/44

SECRETARY, EDN. AND P. H. DEPT. 23 DEC 1944 GOVERNMENT OF MADRAS

Education and Public Health Department.

POST-WAR RECONSTRUCTION.

MEETING OF THE EDUCATION SUB-COMMITTEE - 28-11-44 (10-30 A.M.).

Note for the Chairman.

The original agenda had included four items of business. Of these, 2 and 3 were subsequently omitted and intimation given to the members of the Sub-Committee. Only two items of business fall to be transacted at the meeting.

Item 1 - Co-option of members to the Sub-Committee:

The intention is that 11 members (Nos.14 to 24 at flag "W") should be co-opted, and they were asked to express their willingness to accept office. Of these, Nos.15, 16, 17 and 19 (Rao Bahadur K.V.Krishnaswami Ayyar, The Rev. H.A. Popley, Khan Sahib D. Abdul Rawoof Sahib Bahadur and Begum Sultan Mir Amiruddin) have agreed to be co-opted. Another, M. Ruthnaswami, Vice-Chancellor, Annamalai University, has sent in his written views and expressed inability to attend the meeting of the 28th, as he is proceeding to the meeting of the Inter-University Board at Patna. Apparently he has no objection to be co-opted. Yet another, Miss Eleanor H.Rivett is not in India, and the question of appointing in her place Retired Inspectress of Girls' Schools, Miss D'Souza, now in the South Kanara District, is under consideration. It may be assumed that the others are willing to be co-opted.

Item 2 - Consideration of the Report of the D.P.I.:

The questionnaire, with the Secretary's notes subjoined to each question, together with "essential" reference papers, is in the L.F.

P.T.O.

The next meeting of the Education Sub-Committee has been fixed for Tuesday, the 19th December - 10-30 A.M. The first item of the agenda for the meeting should naturally be portions of the Report of the D.P.I. on Educational Post-War Reconstruction, left over at the last meeting.

2. The next item should relate to Technical Education. Originally it had been proposed to put in items (2) and (3) at "0" in the agenda for the first meeting. Subsequently they were dropped. It has just been decided that the whole question of technical education should first be traversed by a small Special Committee which has instructions to report on the matter by the 19th. The second item in the agenda for the next meeting may perhaps be put down as "Report of the Special Committee on Technical Education." It is perhaps sufficient if an oral explanation of the genesis and the purpose of the Special Committee is made by the Chair. The question then is whether the report of the Special Committee should be printed in advance and supplied to the members and whether it will be received in time for this to be done.

3. The third item may be whether the present type of education, particularly elementary education, is suitable or whether it requires to be modified on the lines, e.g., of the 'Wardha' system.

4. The fourth item may be whether such of the rural uplift staff as were employed in the 'Prohibition districts' and are still continued should be retained and utilized to promote special recreative activities in the districts and whether similar staff should be employed in other districts also.

The Development Dept. has prepared a note on the subject and the file is in circulation. After the note returns from circulation, copies of the approved note may be taken and circulated to Education Sub-Committee members along with the agenda.

5. One other possible subject is the note of the Commissioner of Labour on the Education of the Scheduled classes and the aboriginal and hill tribes. That matter is dealt with in L.F. II.

6. Yet another possible item is whether it is necessary to enact a Public Libraries Act. That matter is dealt with in L.F. III.

SECRETARY TO GOVERNMENT 5 - DEC 1944 WAR RECONSTRUCTION (CO-ORDINATION) DEPT.
EDUCATION, EDN. AND P. H. DEPT. GOVERNMENT OF BOMBAY

Draft D.O. to Mr. Adyanthaya for appl: Pending receipt of replies I shall proceed to put agenda into shape.
6.12.44 [illegible]
6/12/44

A draft agenda is put up for consideration.

I have added the item (viii) in the minds of the last meeting().

2.12.44 S P.W.R(C)

P.W.R(C) [illegible]

:: ASST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. 13 DEC 1944

P.W.R(C) 2760A-29 8.12.44 1385. 8 DEC 1944 WAR RECONSTRUCTION

A copy of the agenda below for the Edn. Sub Com^tee has been taken for communication to the members in this dept. Notes to be circulated to members have not yet been received from [illegible]. The agenda and will be sent to the members as soon as the notes are received from the E.H. dept. At the meeting of the Sub Com^tee will be held on 19.12.44, E.H. may be required to read the notes on or before 12.12.44

8/12/44. [illegible] 8.12.44

[illegible] 12/12/44

:: ASST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. 13 DEC 1944

P.W.R(C)
U.O. 1383/44-2.

:: ASST. SECRETARY TO GOVERNMENT :: POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPT. 12 DEC 1944

E.H.D.

Item 1(iii) of the agenda - Technical education (2)

Mr. [illegible] Adyanthaya who says about the report. It is likely to be read out on the 16th.

Item 3 of the agenda: This requires considering in the light of the notes of Dev: which has since become available. It might be possible to supply copies on 14th or 15th. I shall attend to that point.

For the circn P.W.R.(C) may send out these agenda as amended, with note on item 3 alone, the others note 2760A-31 11.12.44 going to members separately

9.12.44 S [illegible] Public

Note on Item 3 since superseded by Press Communique

P.W.R (C)

A copy of the agenda, as amended, and the copies of note on Rural Reconstruction scheme, have been taken and added to the relevant file. The case may now be returned to E.H.D.

12.12.44.

(P.W.R.C) 220. 1383/44-4 13-12-44.

:: ASST. SECRETARY TO GOVERNMENT :: 13 DEC 1944 EDUCATION AND PUBLIC HEALTH DEPT.

13/12/44 G [illegible]

Yes - for consideration whether Dr. Rudra or any other member of the Technical Education Committee should be asked to be present at the Sub-committee meeting on the 19th. The Sub-committee meeting on this point; orders of Govt may be issued on this point. The names of the members are given in the opening para of the committee's report.

15.12.44 S [illegible] Public

Secretariat for Govt. P.W. & Dev: may be invited to present.

[illegible]

Yes

Resident in Mysore. Meeting on 19th - 15/12/44.

:: ASST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. 15 DEC 1944 GOVERNMENT OF MADRAS

Q 30 - Some of these items overlap recommendations of Technical Education special committee - we do not want to discuss any resolution twice - See which of Q 30 can be omitted if not all: I propose to put to Government the Special Committee's recommendations: [illegible]

The Technical Education Committee's general plan is that there should be three grades of technical institutions to provide for -

(a) education of the artisan type to which ulti-

mately pupils who have passed the VIII Std. or the III Form will be admitted,

(b) education of the diploma standard to which ultimately the products of the bifurcated secondary school courses will be admitted, and

(c) education of the University standard, to which apparently the University Intermediates and Graduates will be admitted as at present.

The Committee's idea is that if/(a) and (b) admissions are made from the students of the type indicated therein the length of the technical courses may be shortened to that extent.

2. Chapter VI of the Committee's Report contains 12 specific recommendsations. A.2 apparenly proposes to put these to the Education Sub-Committee. In the light of these, the clauses in Q.30 are considered below:-

30(a): This is in accord with the Committee's plan although there is no specific recommendation to that effect. This clause may therefore be separately put to the Sub-Committee.

30(b): This is also in accordance with the Committee's plan although they contemplate the setting up of only schools of the artisan type with reference to local industries but not schools of the advanced type. This may be said to be covered by recommendation (10) of the Technical Committee. (b) need not be put separately.

30(c): May be put to the Committee separately as there is no specific recommendation by the Technical Education Committee.

30(d): Technical Education Committee contemplates that there should be an Apprentice Act to enable Govt. to compel employers to admit apprentices. This apprenticeship is apparently to give practical instruction to students side by side with the theoretical instruction that they get in the technical schools. D.P.I. seems to mean something different and wishes that persons already employed in factories, etc. should have the chance of improving their quali-

fications by taking part-time courses. This is not in the recommendations of the Technical Committee. May be put separately.

30(e): The Technical Education Committee considers that although there is no need for diploma courses in Agriculture, a practical course of training above the standard of the bifurcated course of a school but below that of a college course is necessary to meet the needs of the returning soldier and to provide a sufficient number of trained teachers for the bifurcated high schools. It should be decided whether the Committee's recommendation should be put or 30(e) as it is.

30(f): The Technical Education Committee proposes to adapt the war technicians' classes for the artisan course but not for the advanced technical training as proposed by the Director. May be put separately to the Sub-Committee.

30(g): This also is not in the committee's recommendation. May be put separately.

Besides Q.30, there are certain other questions also of the Questionnaire which have to be considered in the light of the report of the Technical Education Committee.

Qs. 6(a) and 6(b) may remain. (The Technical Education Committee, too, has referred to these with approval.)

6(c): The question may be slightly modified to say at the end "after further appropriate training" - with reference to the Technical Committee's recommendation on the question of a diploma course in Agriculture.

6(d) may remain.

11(b) may remain.

Under University Education -

Q.15 may remain and also Q.16(a).

For Q.16(b), the items (1) to (3) in the Summary of Recommendations of the Technical Education Committee may be substituted.

Q.17 may remain.

Q.19(b) is covered by item (9) in the recommendations

of the Technical Education Committee, which will be incorporated in the Questionnaire under "Technical Education"; it may be dropped.

The items in the Summary of Recommendations not dealt with in the notes above will be incorporated in Q.30 under "Technical Education", and the questions will be recast.

The questionnaire for item 1 of the agenda will thus be as below (retaining the main numbering in the original questionnaire); a copy of this revised Questionnaire may be placed on the table for the meeting.

3. At the General Committee meeting, five points had been raised and A.2 had replied that they would be considered at the next meeting of the Education Sub-Committee. The first is that local bodies and private institutions should be helped with large grants for compulsory education. That is implicit in the decision of the Sub-Committee that all the existing agencies will be utilized for the purpose of expansion of elementary education. No.(2) is what machinery the Government propose to set up to obtain statistics regarding mental and physical defects for pupils. That is part of the medical inspection work and staff that may be employed for the purpose should naturally do that work. As regards (3), the Sub-Committee has already considered the question fully and decided that compulsion should be for the first five standards to begin with; there seems to be no need to go behind that decision. As regards No.(4), Adult Education, the Sub-Committee has, after full consideration, again, come to the decision recorded in para 21 of the Proceedings; there seems to be no need to go behind that decision either. These four points may be put to the Sub-Committee. No.(5) - Basic Education - has been included in the agenda for the next meeting.

4. Q.28 of the Questionnaire (~~WW/4~~) was not discussed at the last meeting. Subsequently, D.P.I. orally told Secretary that what he had in mind was the D.O. instructions sent out from Government saying that preference should be given to children of families who have done notable war service for admissions to the Engineering College and that as no general G.O. applicable to all

institutions has been issued he did not press for the consideration of this question at the Sub-Committee meeting. It is therefore unnecessary to proceed with this question.

S 16.12.44 S/A2 17/12/44.

A2

The questionnaire will do very well with the D.P.I.'s corrections. - Letters may now be issued. 17/12/44

Special. Meeting on the 19th; A2 may perhaps wish to see the papers as much in advance as possible; & the revised questionnaire has to be settled up then.

Two Annexures have also been kept by

Dis. for issue of ~~signature~~.

S 17.12.44 S

Dis. to D.P.I. orally

S May be resubd. to A2 for use at forthcoming meetings with the linked files.

Special. Decision communicated by Phone.

S 18.12.44 S/A2 18/12/44 A2.

Please send me 1 copy of the Questionnaire as revised.

S

A draft of the Proceedings of the Sub-Committee meeting held yesterday is placed below. The Proceedings of the two meetings should be presented to the General Committee at its meeting to be held on the 28th December. As the Sub-Committee Proceedings are self-contained, it is proposed, following the procedure adopted in the case of the Public Health Sub-Committee,

to present them with a brief covering note. A draft of the covering note is also submitted. I may, in this connection, invite attention to para 3 of the note on p. 3 ante. The points mentioned there, except that relating to Basic Education, were not specifically put to the Sub-Committee at its yesterday's meeting; they had, however, been previously considered. I have refereed to the matter in para 3 of the brief covering note.

Special in this.
As under G.O. minutes of early 9 months.

SECRETARY, EDN. AND P. H. DEPT.
21 DEC 1944
GOVERNMENT OF MADRAS

Confidential. Government of Madras
Post-War Reconstruction (Co-ordination Department.

U.C.Note No.880-I, dated the 17th November, 1944.

PREPARATION OF POST-WAR DEVELOPMENT PLAN.

In their letter No.4/R.C., dated the 20th/23rd October 1944 (copy enclosed) the Government of India, Department of Planning and Development, have asked Provincial Governments to submit a draft five-year plan so as to reach them not later than the 15th January 1945. This Government have decided that the request of the Government of India must be met and a plan sent to them within the time allowed, even if the plan is in a rough form.

(2) Departmentsof Secretariat are therefore informed that the plans, with which they are concerned, should be ready in advance of the prescribed date and that as far as possible, they should follow the lines laid down in Annexure I, II and III to the letter of the Government of India. The plans, as and when ready, should be sent to this Department for consolidation. It is requested that five copies of each plan may be sent to this department for that purpose.

(3) The plans will have to be consolidated in the form of a publication and a general summary of the plans will have also to be added by this department to the publication. The publication will then be printed and sent to the Government of India. As this department should have sufficient time for the above work, Departments of Secretariat are requested to report urgently before the 25th November 1944, whether they are prepared to provide this department with the details required in Annexure II to the Government of India's letter by the 2nd January 1945.

(4) A copy of the publication "Post-war Reconstruction Planning in Bombay Province" or "Post-war Reconstruction and Development schemes of the United Provinces Government" is being circulated to Departments separately. The publications are drawn up on similar lines and may be regarded as indicative of what the Government of India require. Each Department is requested to peruse the publication, take the necessary extracts for their information, and pass it on to the next department as quickly as possible. As only one copy of each publication is available, it is particularly requested that no department should keep it with them for more than two days.

D.I.R.Muir,
Secretary to Government.

/True copy/

Extract of A.1's minute on the letter from the Government of India calling for a post-war development plan from Provincial Governments by 15-1-1945.

55635

I. I think we must aim at sending something up by the 15th January. The plans need only be very rough. We have really got a good deal ready. For instance:

(1) We have a fair idea of settlements etc. for ex-soldiers.

(2) A-II, the Finance Secretary and I have been discussing the plan of giving 2 crores next year to introduce compulsory elementary education in certain areas combined with free feeing. That is an essential preliminary to all post-war reconstruction and it is all the better that we should introduce it before the war actually ends. It might be objected to on the grounds of its inflationary effects, but I think that objection could be overcome.

(3) We have already schemes for new medical college and more accommodation for nurses.

(4) Our road schemes must be nearly ready, although they are only in a rough form.

(5) We have several irrigation schemes on the tapis. They can all be mentioned with rough estimates.

(6) I suppose some plans are ready for agriculture, fisheries and forestry.

(7) Regarding Rural Uplift we can simply propose to extend the system which was introduced in Salem at the time of prohibition to all districts. We know the cost of that and can multiply that by 25.

(8) Regarding Propaganda Captain Harvey has already submitted elaborate proposals for propaganda. They have not been approved by Government. They could be sent up tentatively with certain bits cut out, e.g. where they overlap No. 7 and the activities of private organisation.

(9) Regarding Finance, the Finance Department will have their approximate figures ready soon. I would certainly allow Departments to go ahead irrespective of cost. The more we demand from the Government of India, the more we shall get. Presumably the no Department will put up a scheme which is financially utterly impossible.

D.N.S./3-11-44

P.W.R.(C) Dept.

The above extract may be sent to E.&.P.H. Dept. in continuation of this Department's u.o. note No. 860-1, dated 17-11-44.

xx/22-11-44

:: ASST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. 13 NOV 1944

(216)

w/o note to D.P.I. d/ 20.11.44

w/o note from D.P.I. d/ 21.11.44

w/o note from P.W.R.(C) d/ 30.11.44

Con the assumption that the mains lines of development would be settled at the Education Sub-committee meeting which took place on the 28th (& 29th) Nov. the D.P.I. was asked if he could get ready his five-year plan by about the 20th Dec: and he replied in

2

S.S.—6-1-38.

The words "in its natural flow" may therefore be retained.

M. T. DURAISWAMI AYYANGAR—6-1-38.

C. H. MASTERMAN—7-1-38.

LEGAL DEPARTMENT.

Sub-clause (1).—This refers generally to any source of water-supply. Unlike section 226 of the District Municipalities Act, this sub-clause does not seem to be restricted to sources of water-supply which are used for drinking, bathing, washing and other domestic purposes. It is not clear whether the intention is that all sources of water-supply whether they are used for domestic purposes or not should be subject to the provisions of this sub-clause. If this is not the intention, the language should be restricted as in section 226 mentioned above.

B | In line 3, for the words "who has the control over," the words "having control over" may be substituted.

C | * In line 5, for the words "such place," the words "the same" may be substituted.

* Of Bill = line 4 of draft as printed at page 165 ante.

D | For the words "within twenty-four hours of such notice" in the last two lines in the opening paragraph, the words "within such time as may be specified in the notice not being less than twenty-four hours from the receipt thereof" may be substituted. It is presumed that the intention is that even a notice of twenty-four hours should not be objected to as too short, while at the same time the authority concerned should be at liberty to give longer notice than twenty-four hours in particular cases.

E | Paragraph (*a*) refers to "maintenance in good repair," while paragraph (*d*) refers to "repair, etc., in such manner as the Health Officer may direct." The two paragraphs cover similar cases and the reason for the differentiation made is not therefore clear. The two paragraphs may in this respect also be made uniform. Paragraph (*d*) is more specific.

* The question whether the words "in its natural flow" should be retained or not, is for consideration by Education and Public Health.

X | "Provided that the provisions of paragraphs (*a*) and (*d*) shall not apply to a stream * (in its natural flow)."

Paragraph (*a*).—For the words "which is in the opinion of the Health Officer," the words "if in the opinion of the Health Officer, it is" may be substituted.

Paragraph (*b*) refers to "decaying vegetation". This involves the interpretation that vegetation which is not decaying cannot be ordered to be cleansed. This is not perhaps the intention. If so, the word "decaying" may be omitted.

Paragraph (*c*).—In line 2, for the word "prescribe", the word "direct" may be substituted.

Paragraph (*d*) refers to "source of water-supply *other than a stream in its natural flow*," while paragraph (*a*) refers to "source of water-supply, *other than a stream*." It is not clear whether the differentiation is intentional. The note of the Education and Public Health Department no doubt gives a reason for the limitation imposed by the words "in its natural flow," but it does not make clear why a distinction should be made between paragraphs (*a*) and (*d*) in regard to this matter. The two paragraphs may be made uniform in this respect. If the suggestion made by this department that paragraphs (*a*) and (*d*) should be brought into line in regard to streams is agreed to, the reference to "stream" in those paragraphs may be omitted, and a proviso may be inserted at the end of sub-clause (1) in the following terms:—

the affirmatives. The Sub-committee however meets again on the 19th Dec: to complete the consideration of the agenda and ensure that it is not known whether the field of technical education will have been considered as it is probable that it will have to be referred to a separate committee. In the circumstance what might be possible is

(i) that the Sub-committee might be able to report to the P.W.P. Sub-committee on the 28th Dec: on all matters except technical education & (ii) that the D.P.S. might also be able to put into shape his five year plans on that portion of education, say by the 25th Dec:.

S Please see approach
letter which I put in re. Technical
A.T. Committee has been set up for Technical
Education which is the Appl. Cyclone 15th. The
Appl. will be considered at the next
meeting of the Sub-Committee on the
19th when they will have before them the
other items. So we may be able to furnish
a short plan covering all items.

W
7/12/44.

Post-War Educational Development - Five-Year Plan.

Education & P.H. Deptt.

D.O. to the D.P.I. d/- 20-11-44.
From the D.P.I., D.O. dated 11-12-44.

(218)

The D.P.I. has estimated the ultimate cost of the Five-Year Plan at Rs.11.35 crores, obviously recurring, when this Plan has been completely given effect to. In commenting on his figures, it may first be pointed out that both the Director and the Education Sub-Committee have agreed that it will be practicable to introduce full compulsion only in 10 years. The Director, however, proposes to bring into being the whole of the machinery for the training of teachers within the first five years. Assuming that the increase in the number of training schools proceeds in an arithmetical progression during the first five-year period, we shall have produced at the end of five years only about a third of the full number of teachers required for compulsion. It therefore roughly follows that in the first five year only a third of the number of pupils, viz. ~~1~~ 4,000,000, yet to be brought under instruction will have been provided.

2. On this assumption, the Director's figures are briefly noted on below.

(1) Pay of teachers and departmental officers - 4 crores.

In para 14 of the Director's printed report (~~P.W./13~~), he had estimated the cost as follows:-

	Rs. (In crores
(a) Raising the pay of the existing number of teachers of all grades (Govt., Board and Municipal, and private managements) to the limits suggested there ..	2.27
(b) A similar process in respect of the additional teachers who will have to be employed when universal compulsion has been introduced	2.92
(c) The extra cost of revising the pay of officers under ~~the~~ Direction, Inspection and the various other supervising branches ..	Cost not estimated.

In the first five-year plan, (a) should probably ~~seriously~~ be retained although decisions are yet to be taken in regard to scales of pay and also about a third of (b). These together come to Rs.3.24 crores. The balance of Rs.0.76 crore should apparently be taken against (c) above and item (7) and some of the overhead charges relevant to item (8) at D.P.I. In this view, the

estimate may be accepted.

(2) Training of teachers - 0.20 crore: As noted above, the idea apparently is that all the full complement of training schools should be brought into existence within the five-year period. The estimate may be accepted.

(3) Midday meal for poor children in elementary schools - 3.40 crores: This takes into account the number under instruction in elementary schools at present and follow the previous estimate. May be accepted.

(4) Compulsory education - 2.50 crores: It is not clear how the Director has estimated the cost, from all sources, of complete compulsion in Standards I to V at 3.78 crores. On the basis of the previous estimates given by him, the cost of bringing 4,000,000 children under instruction is 4.80 crores. On the assumption made above, viz., that about a third of this will be provided in the first five years, the cost should be put down as Rs.1.60 crores. To this should be added the cost of providing for these children also midday meals, which again, on the basis of the estimate above, will mean Rs.1.50 crores. The items together will be Rs.3.10 crores as compared to Rs.2.50 suggested by the Director. It would be more reasonable to adopt the former figure, Rs.3.10 crores.

(5) Medical inspection - 0.25 crores:
(6) Technical education - 1 crore:

The figures may be accepted for purposes of estimate.

The other paragraphs in the Director's letter do not call for remarks.

In the result, the ultimate cost of the Five-Year Plan may be taken as Rs.11.95 crores, or Rs.12 crores in round figures. It is not clear whether non-recurring expenditure has been taken into account, particularly in respect of new elementary schools and other institutions to be opened.

3. The Government of India, however, want that the Five-Year Plan should, as far as possible, conform to the model of the Bombay Government's Plan with information as to recurring and non-recurring costs of each scheme. (An extract of Bombay Plan is at flag "K".) The Govt. of India further want that along with the Five-Year Plan there should also be a general indication of the further stages of development for completing the whole scheme with an idea of the approximate cost, recurring and non-recurring, involved in working out those stages. The D.P.I. may be requested kindly to have his plan shaped accordingly.

13.12.44

U.O. reply.

Office of the D.P.I., Madras,
16th December 1944.

I would most respectfully point out that it is not clear to me what Government now requires. My report on a five-year plan for Post-War Reconstruction in the Madras Province was submitted to Government on the 11th December. In the D.O. letter of the Education Secretary to Government dated the 20th November 1944, there was no indication at all that anything more than a first five-year plan was required. Now in Government's U.O. note under reference it is stated that "the Government of India further want that along with the five-year plan there should also be a general indication of the further stages of development for completing the whole scheme with an idea of the approximate cost, recurring and non-recurring, involved in working out those stages". In paragraph 4 of the Government of India's letter referred to in the U.O. note, reference is made to further development contemplated for succeeding five-year periods. I, therefore, request whether it is Government's intention that I should draw up a scheme for the development of education over an indefinite period, in addition to what I have already submitted to Government in my Report on Educational Post-War Reconstruction in the Madras Province and in my Report on a five-year plan for Educational Post-War Reconstruction in this Province?

In paragraph 3 of Government's U.O. note, it is suggested that, as far as possible, my further report should conform to the model of the Bombay Government's plan. In the Bombay Government's letter at Flag (K), I can find nothing to indicate the cost of schemes beyond the first fiveyears. All the schemes estimate for five years only--under Statement I, Special Priority Schemes; under Statement II, Schemes to be introduced throughout the Province; under Statement III, Schemes to be introduced in particular areas and under Statement IV, Schemes to be introduced in Concentrated Areas, the only exception to these being the statement that subsidised medical practitioners and the appointment of nurse mid-wives will be introduced during the second five-year period (no estimate of cost being given), and the strengthening of the educational inspecting staff to be introduced in the sixth year (no estimate of cost being given).

I have been asked to submit a further report with new estimates of cost for development after the first five years by the 20th instant. I do not think that it will be possible, in spite of every effort, to make a further estimate by the 20th instant.

With reference to the remarks in the U.O. note regarding estimates for the cost of technical education, I did not have even the draft report of the Special Committee on technical education in front of me when I submitted my five-year plan on the 11th December. The Secretary of the Committee, Rao Bahadur Adyanthaya, brought me a typed copy of the draft report at 5 P.M. on the 11th evening. I sent him back the report approved and signed on the 12th by special messenger. As stated in my five-year plan at paragraph 6, the Technical Education Committee did not attempt to estimate the cost of the expansion of technical education. The figures of cost given in the report are those estimated by the Secretary of the Committee.

With regard to the statement in the U.O. note that my estimate of total cost of Rs.11.35 crores for the first five years is, obviously, "recurring" is not correct. Under various heads, for example, midday meals, compulsion, medical inspection, etc., "non-recurring" costs have been included in so far, for example, as equipment and accommodation are concerned.

D. P. I.

To the Secretary to Government, E. & P.H. Deptt., u.o.

Education and P.H. Deptt.

There are two points in this file.

(1) There should be a First Five-Year Plan drawn up in the form given in the Annexures to the G. of I. letter, taking for guidance in its preparation the Five-Year Plan prepared by the Govt. of Bombay; in both these the expenditure has been shown separately under recurring and non-recurring; and this is obviously necessary to give a clear idea of the financial commitments. This was what was referred to at "P" at pp.2-3 ante. It should not be difficult for the proposals for the first five years to be cast in that form. Where the items on the Plan, as we have envisaged it, do not admit of classification under any of the heads suggested by the G. of I., it can be stated so, when filling up the relevant columns as per Annexures II and III in the G. of I.'s letter. The D.P.I. may therefore be requested to draw up the schemes in the forms suggested in the G. of I.'s letter. His attention may also be invited to the fact that in his D.O. of the 21st November the D.P.I. said in reply to the D.O. that he would be able to furnish the Plan in this form.

(2) Along with the Five-Year Plan there should be a general indication of the further stages of development for

completing the whole scheme of post-war reconstruction, with an idea of approximate costs, recurring and non-recurring. As regards this point, the D.P.I. says that he had no indication at all that anything more than a First Five-Year Plan was required in the Secretariat D.O. of the 20th November. Apart from the fact that the idea of further stages is implicit in the expression 'First Five-Year Plan', it may be mentioned that, along with the D.O. in question, the full text of the G. of I.'s letter, on which the D.O. was based, had been sent. Para 3 of that letter specifically referred to this point: mention was made not merely of a general indication to be given of further development, but of an approximate estimate of costs of that development; and it is pertinent to note that in Annexure II to the G. of I.'s letter, col.(13) provides for information to be given on this point - and the D.P.I. had agreed, as pointed out above, to furnish the Plan "in the form required". The D.P.I. is not therefore correct in suggesting ("C" at p.84 ante) that a new demand was sprung upon him in the U.O. Note of the 14th. Presumably, the D.P.I. has data with him on which he has worked out the costs furnished by him in the report on a Five-Year Plan which he has already sent. By a suitable use of the same data it may not be impossible to work out similarly the rough costs for further development - even though no specific period of time may be adopted for that further development. (Even this he may perhaps be able to adopt after the Sub-Committee meeting on the 19th is over, as this is one of the items for consideration there.) When furnishing such estimates he may be requested to split them into recurring and non-recurring also. Incidentally, it would be helpful if the D.P.I. could indicate the data with reference to which, and the lines on which, he has made calculations in arriving at the costs furnished in the report which he has sent (and which he has been now requested to recast in form); before we send up the Plans they will have to be scrutinized by Finance Department also.

In regard to Technical Education, it is true that the Director had not before him the ad hoc Committee's report

221 87

when he drafted the Five-Year Plan. Now that it has become available, he may be requested to consider whether his estimate under that item needs revision with reference to the figures there.

The D.P.I. may be requested also to take note of any decisions that may be arrived at at the meeting of the Sub-Committee on the 19th which might necessitate modification or amplification of any of the proposals already made by him for the first five years.

The idea ~~was~~ is that though the plans and estimates now in question are being dealt with without reference to the Sub-Committee, they should reach P.W.R.(C.) Dept. before the 2nd January, after the necessary examination by Finance Department. The D.P.I. may therefore be requested to send his reply by the 26th December. If for any reason information regarding the future stages beyond the first five-year period will not be ready in time, the D.P.I. may be requested to send at least the report in respect of the Five-Year Plan, recast in the manner indicated above, by the date fixed.

With reference to "M" at p.83 ante, it may be made clear to the D.P.I. that the Government did not contemplate any further general scheme from him on Post-War Educational Development; it was assumed that the general report sent by him already - which has been discussed by the Education Sub-Committee - laid down all the objectives of a Plan for this Province; what Government required was only that the Five-Year Plan sent up by him should be recast in the form suggested by the G. of I. and that, with reference to the objectivies that will remain outstanding after that Five-Year Plan, he should give information as required in the G. of I.'s letter.

EDUCATION AND PUBLIC HEALTH DEPT. : ASST. SECRETARY TO GOVERNMENT : 12 DEC 1944

EDP.H w.o.58226A/44-2
19/12/44

19/12 D.P.I.

Edn. Dept.

This file was obtained back without the D.P.I.'s noting from the Director's office.

2

2. With reference to Secretary's oral instructions, I have attempted to work out the cost and to put the proposals in the form desired. The following paragraphs briefly explain how the figures have been arrived at, with the materials available.

Item (1) - Training additional teachers: The idea is that the number of higher elementary and secondary training schools should be doubled. The D.P.I. has given the cost as 20 lakhs. This amount is roughly the cost of maintaining the existing Government Training Schools for masters and mistresses. If that amount is adopted we shall have made no provision specifically for accommodation and equipment. I talked the matter over with the Deputy D.P.I. and he told me that the late D.P.I.'s idea was that in the most part the additional training places should be found by duplication of numbers in the existing institutions. He further said that the existing schools have some amount of spare furniture. In that view it is perhaps sufficient for the present purpose to take account only of the recurring expenditure and to make no provision for non-recurring expenditure.

Items (2), (3) and (4) - Improvement of the pay of teachers; Compulsory education and Mid-day meals: Allocation of costs follow the noting under the relevant items on pages 1 and 2 ante, with the following modifications:-

(1) Account has also been taken of the non-recurring expenditure for mid-day meals on the basis of estimates which had been previously sent by the D.P.I.; and

(2) An indication has also been given of the development and extension of compulsion and provision of mid-day meals in the next five year period.

Item (5) - Technical Education: It is proposed to follow the figures given at the end of the Technical Education Committee's report. The first item there refers to three Engineering Colleges, one Agricultural College and a Forest College. Of the three Engineering Colleges only one is to be newly provided - for the Ceded Districts - the other two being the existing Government Engineering College and the Annamalai University College to be provided next year. Even leaving these two out of account, the expenditure proposed there will be as much as would be required on account of (1) The College of Marine and Aeranautical Engineering, Andhra University; (2) New Engineering College for the Ceded Districts; (3) the Agricultural College; and (4) the Forest College.

Item (6) - Medical Inspection. The bulk of the cost will be on account of elementary schools. The D.P.I has said that each elementary school pupil should undergo an inspection on admission and another every two years thereafter; confining our attention for the present to 5 standard schools, the inspection charges will be Rs.1-8-0 for a pupil in the course of five years or 5 annas per annum. The peak strength in the first five year period will be 4 1/3 million. The inspection of these will cost Rs.14 lakhs approximately. The balance of Rs. 8 lakhs, with will leave a margin of Rs.3 lakhs for Secondary and Technical schools etc., and may be pushed on to the next five-year period.

SECRETARY TO GOVT. POST-WAR RECONSTRUCTION (CO-ORDINATION) 12 - JAN 1945 26.

W.O. 5822 & 22.
D.F. 4.5

31.12.44

1/1/45.

P.W.R.(C)

The five copies of the schemes at (S) sent in by Edn Dept have been removed for further action. This file may be returned to that Dept.

P.W.R.(C) W.O. 860 Edn-17 3-1-44

3.1.45.

3/1/45.

E.P.H.

those papers may be filed with those relating to the deliberations of the Sub-committee.

3.1.45 4.1.45

6.1.45

90

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Edn. & P.W. Depts

(233)

Edn. Sub-committee of the Post war Reconstruction General Committee
Record Meeting - Conclusions

At its meeting on the 19th December 1944 the Edn. Sub-committee of the Post war Reconstruction Committee considered the report of the ad hoc committee on Technical Edn. & the note of the Development Depts. on the expansion of the Rural Recreation Staff employed in Dts. Action on the some of the recommendations of the Sub committee should be taken in the Development Depts. A copy of the proceedings of the Sub-committee is placed below

2. The papers may be sent to Development Wg. for necessary action;

A copy of the Sub committee's proc. of 19.12.44 may be forwarded for information to P.W.D. also, with particular ref: to technical education.

9.1.45 W S

Copies of Min. to the Secy. to Development & P.W.D.

8.1.45

P.W.D.

92

MALABAR DISTRICT BOARD 3 MAR 1943 RECEIVED

04481

A1. 12926/42

To

The Secretary to Government,
Local Administration Department,
MADRAS.

Thro'

The Proper Channel,

The humble memorial of V.P. Achuthan Nair, Assistant master Board boy's School, Chelannur-Tamarasseri. Calicut-Taluk. P.O. Chelannur.

Respectfully showeth :—

(1) that, on accout of the present war conditions, the market prices of rice, cloth, kerosine, gingily oil, coccanut oil and other necessaries of life have abnormally increased. This is clear even from the index tables published by Government

(2) that, in Malabar, the rise in price has been the highest in the Presidency

(3) that, consequently, the memorialist finds it extremely hard to maintain himself and his family on his present salary of Rs. 23/—

(4) that, owing to the inadequacy of his present salary to meet the abnormal increase in the cost of living, he is running into debt and will soon be on the verge of insolvency

(5) that his present position, therefore demands immediate pecuniary relief.

(6) that realising the, difficulties of their low paid servants, Governmet themselves have sanctioned varying rates of dearness allowance to their servants and have permitted Local Boards to grant similar allowance to their servants.

(7) that, private employers like factory owners and quasi public agencies like Railway Companies have also given generous aid to their low paid employees to allow them to tide over these difficult times

(8) that the Malabar District Board has not yet granted the dearness allowance allowed in G.O. No. 2788, L.A. dated 19—9—'42 to its servants and

(9) that, therefore he humbly prays that the benign Government may be pleased to consider his present pitiable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds

For which act of justice and generosity, the memorialist shall, as in duty bound,

Place, Chelannur-Tamarasseri

Date, 2—3—1943

Ever Pray,

Memorialist,

224

93

C.No. 57166A, From the Govt. of India, Dept. of Education, Health and Lands, No. F.114-1/44-E, dated 30-11-44.

POST-WAR EDUCATIONAL RECONSTRUCTION.

May be submitted to A.2 for perusal.

The general impression which the Govt. of India's letter leaves is that it is in the main inspired by the Madras D.P.I.'s report, a copy of which was sent to India on 14-11-44, and on that impression it looks as though the letter is more for enlightening other Provinces than Madras!

5/12/44

SECRETARY, EDN. AND P. H. DEPT. GOVERNMENT OF MADRAS

Issued as D.O.No.57166 A-1 Edn., d/8-12-44.

No.592474/44 From the D.P.I., D.O., No. Nil, d/17-12-44.

edy: type of teacher for some time and that Govt would/A
that this could not prejudice the participation of
the Province in any financial assistance which might be
forthcoming from the centre.

para 10 — p. 4 last: The D.P.I. does not/B
appear to have taken note of the 2nd sentence of this para
nor is it clear from the G. of I. letter what scale of
and they have in view for training personnel for occupying
"key posts". That may be further considered when the G. of I.
make specific suggestions.

Draft for consideration. Finance may see
before issue.

S
21.12.44

A above - It was
in order to put forward a case like this that we asked
for the D.P.I.'s criticisms - also on the general question of
asking for his views on the G. of I. proposals. The answers
given in para 2 of his letter may be
put to the D.P.I. after Clerk of the Legislature
has seen B above - It may also
be possible but to limit advice of the Legislature
Attorney.

W.W.M.

It is respectfully submitted that the proffered financial help of
the G. of I. is contingent not only on the teachers' qualifications but
also their scales of remuneration
conforming to the standards proposed by the central Advisory
Board. It is therefore a question of making out a case
to the Govt. of India there and now we shall have, in
addition to justifying the retention of the M.E. type of
training, to indicate to them the extent to which we
are prepared to push on in the matter of the scales of
pay of teachers. A decision is yet to be taken on the latter.
That was why I thought that a letter in general terms
drafted by me, might be sufficient at this stage, so far as
para 4 of G. of I. letter was concerned. Para 10 might
probably mean that G. of I. are prepared to find facilities
for secondary & higher studies for such of the Indians applicants as
are selected after a test or are placed on deputation. That

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Any question can be considered always as occasions arise
suitable
for orders.

S
22/12/44

Any
doubt
will be
put to
me
and I
shall
be glad
to give
my
opinion
after
I have
seen the
papers.

Draft for consideration.

S
23.12.44

W.W.M.

Cannot see, under the present circs. draft a reply. I think we know the Govt's views.

W.W.M.

In the first place we
have to see if G. of I., we will have to
presume that the Govt's views are relevant to be sent for
training up, no reply on this point would be necessary.
In regard to the other point, the draft below is for
consideration

W.W.M.

A2.

Agreed

Co
31/1/44

SECRETARIAT, EDN. AND P. H. DEPTT. GOVERNMENT OF BOMBAY 22 JAN 1944

EDUCATION AND PUBLIC HEALTH DEPT. ASST. SECRETARY TO GOVERNMENT 2 JAN 1945

Copy of U.O.Note No.860/44-23, dated 12th January 1945 of the Post War Reconstruction (C) Department.

POST WAR DEVELOPMENT PLAN.

A copy of letter No. 4/RC dated 5-1-45 from the Government of India, Department of Planning and Development, is communicated to the Departments of Secretariat in continuation of this Department's U.O. Note No.860/44-1, dated 17-11-44.

2. The attention of Departments is particularly invited to para 5 of the above letter in which the Govt. of India have asked that the schemes in respect of the five-year period should be prepared in greater detail.

A serutiny of plans received from departments and a comparison of these with plans sent by certain other Govts., e.g., Bombay, U.P., and Orissa has shown that full details have not been given under the following heads:

(i) Description of the scheme; e.g. under Medical, Public Health and Education.
(ii) Details of staff. e.g. -do- & Electricity.
(iii) Details of cost.

A brief description of the whole scheme with brief details of the work that will be undertaken in the quinquennium 1947-52 should be given. As regards staff, full details of staff available together with the scales of pay applicable to each post should be furnished. The scales of pay should be the existing ones and not any improvements contemplated, as the general question of increase of pay is separately under consideration and the cost on account of such increase will be estimated in that connection. If the details of the staff cannot be given in the form itself, they may be given in a separate annexure either for a single scheme, or for a number of schemes of the same category.

In the matter of cost, very few departments have given the estimated expenditure under capital and recurring in each year of the quinquennium. This information should be given if available, or if it can be obtained without much delay. Otherwise, the remark "details not yet worked out" should be given under each year and the total estimate for the quinquennium should be given at the end.

A copy of a model scheme is attached on the lines of which our schemes should be drawn up is attached.

One copy of each scheme received from departments is herewith returned to them for revision in the light of the above remarks. If any scheme has to be completely altered, it is requested that five copies of the revised scheme may be sent to this department. Where no such revision is necessary, it will be sufficient if alterations are sent in the form of a correction slip so that the copies kept in this department may be corrected.

4. Departments are requested to return the plans with their remarks before the 23rd January 1945.

D.I.R.M. 12-1-45.

Irrigation Works—Statement of Revenue and Working Expenses—1932–33.

Works or systems.	Revenue. (2) Gross revenue less refunds.	Revenue. (3) *Deduct* share of old irrigation revenue.	Revenue. (4) Revenue due to improvements.	Working expenses. (5) Total working expenses.	Working expenses. (6) *Deduct* old maintenance charges.	Working expenses. (7) Working expenses on improvements.	Net revenue. (8) Total.	Net revenue. (9) Share of old irrigation.	Net revenue. (10) Due to improvements.
(1)	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.
Unproductive works.									
1 Kurnool-Cuddapah canal	3·66	·36	3·30	1·27	·04	1·23	2·39	·32	2·07
2 Barur tank	·25	·05	·20	·07	..	·07	·18	·05	·13
3 Vallur anicut	·09	·05	·04	·02	·01	·01	·07	·04	·03
4 Madras water-supply and irrigation system	·72	·11	·61	·36	·05	·31	·36	·06	·30
5 Pelandurai anicut system	·59	·03	·56	·21	..	·21	·38	·03	·35
6 Palar anicut system	3·56	1·25	2·31	1·36	·04	1·32	2·20	1·21	0·99
7 Rushikuliya anicut system	2·66	·67	1·99	1·51	·07	144	1·15	·60	·55
8 Muniyeru system	·50	·02	·48	·11	..	·11	·39	·02	·37
9 Dondapad tank	..	..	..	..	..	..	..	..	..
10 Yerur tank	·02	·01	·01	..	..	..	..	..	..
11 Sagileru system	·17	·18 —	·01	·07	·02	·05	·02	·01	·01
12 Atmakur tank	·02	..	·02	..	..	..	·10	·16 —	0·06
13 Jangamaheswarapuram tank	·01	..	·01	·03	..	..	·02	..	·02
14 Anamasamudram B tank	..	·03 —	·03	·01	·01	·03	— 0·02	..	— 0·02
15 Hajipur tank	·03	..	·03	·01	..	..	— 0·01	·02	— 0·03
16 Ponnalur tank	·04	..	·04	·05	..	·01	·02	..	·02
17 Markapur tank	·07	·02	·05	·04	..	·05	— 0·01	..	— 0·01
18 Nagavali river system	1·27	·38	·89	·23	·04	·04	·03	·02	·01
19 Venkatapuram tank	·02	..	·02	·01	..	·19	1·04	·34	·70
20 Bhavanasi tank	·04	..	·04	·03	..	·01	·01	..	·01
21 Yellanur tank	·04	..	·04	·02	..	·03	·01	..	·01
22 Kocheruvu tank	..	..	..	..	..	·02	·02	..	·02
23 Panjapatti reservoir	..	..	..	..	..	..	..	..	..
24 Siddhapur tank	..	..	..	..	..	..	..	..	..
25 Nagavaram anicut and supply channel	·04	·02	·02	..	..	..	..	..	..
26 Mopad Reservoir system	·45	..	·45	·12	..	·12	·04	·02	·02
27 Kanniyampalayam anicut	·04	..	·04	·02	..	·02	·33	..	·33
							·02	..	·02
Total—Unproductive	14·29	3·18	11·11	5·55	·28	5·27	8·74	2·90	5·84
Grand total—Productive and unproductive	216·31	55·14	161·17	55·15	4·05	51·10	161·16	51·09	110·07

(236) E + P. 79

The draft five year plan for Education sent to P.W.R.C by this Dept. is re-examined below in the light of the comments and suggestions on page 91 ante.

2. In respect of each scheme, this Dept. is asked to follow the model given on p. 318 of particularly as regards description of the scheme, details of staff and details of cost. The description of the schemes in our plan does not seem to suffer in comparison with the model. In the main, except perhaps in the case of the proposed Engineering College for the ceded Dts, the additional staff will be of the grades and types now employed. That has been brought out in column (6) of Schemes 1 and 3. In the case of other schemes, column (6) has been filled, taking account of their special nature. It is not practicable for either the Secretariat or the DPI to say now how many teaches, instructors etc. of each grade or type will have to be employed in the first five year period. These details can be ~~clearly~~ settled ~~even approximately~~ with some degree of accuracy only when the Head of the Dept. addresses himself to the portion of the scheme to be introduced in a particular year. In the meantime all that is practicable is to indicate roughly the stages by which the ~~estimated cost~~ of the five year period will be

reached. In the absence of more reliable data, the principle of arithmetical progression has been adopted for the purpose and it does not appear to be an unusual process. P.W.R.C now desires that the expenditure for each of the five years - recurring and non-recurring, should be shown separately as in the model at page 228 of. That can be done in the Secty. itself.

3. As it is now stated that the plan should not take into account any improvement in the scales of pay, Scheme 2 will drop out; although it will be seen from the noting on page 81 ante that about Rs .76 crore under this head was taken roughly to represent the miscellaneous items mentioned therein. Of these items, only one viz. that relating to Physical Education specifically comes under 'Priorities' suggested by the Education Sub-committee. The cost of improvements under Physical Training will not however be so considerable that it should necessarily figure in this plan. The improvements required can gradually be effected under the usual Part II processes of budget appropriation. The whole of Scheme 2 can, therefore, go out.

On the principle of avoiding costs relating to additional salaries, the figures Rs 660 lakhs in col. 7 and Rs 4.40 crores in col. 13 under Scheme 3 should be reduced to Rs 360 lakhs and Rs 2.60 crores respectively.

4. Specific attention is also invited to the revised Scheme 5 put up by P.W.R.C. The revised draft is self-explanatory and was prepared by P.W.R.C after consultation with E&P.H. The revised draft may stand.

12.1.45

10v

Edn. & P.H. Dept.

A U.O. note to the D.P.I. is placed below. The file may now be sent to P.W.R.C. Dept. with reference to B on page 94 ante and P on page 95 ante.

15-1-45 S | 16/1/45 Puttr (this is one of U.O note)

Notes from p. 93 ante may be read.

B in E&PH Secretary's note on p. 94 ante: The point raised is whether scheme no: 2 on p 307 C.F. dealing with the improving the scales of pay of staff employed in schools and colleges should be dropped out of the post-war five year plan for development with reference to A in this Dept's U.O. note on p. 97 ante. The instructions of this dept. were based on the fact that there was a separate Salaries Committee considering the question of improvement of scales of pay of Govt. Servants. It is understood that this Committee has since submitted its report which is under consideration by the Govt. There is no point in scheme no: 2 going into the plan if it is to be altered appreciably with reference to the Salaries Committee's recommendation. If the schemes is to be omitted from the plan, it may perhaps be mentioned in the covering letter to the C/S that the Govt. have under separate consideration the question of increase of pay of teachers as part of the general question.

P on p. 95 ante: Scheme no: 5 on p 313 C.F. proposed by E&PH covered the expansion of technical

SP 22 Am 16.1.45

SECRETARY TO GOVERNMENT :: POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPT. :: 16 JAN 1945 190

* The Committee seems to have recommended a scale of Rs 25-35 against Rs 20-30 in the present case.

In this note on the scheme, Secy suggested that this scheme may be modified providing a cost of Rs 5 Lacs against Rs 15 Lacs proposed by E&PH

238 103

education in all respects i.e. engineering, forests, agriculture & industries — Vide figures of cost given against item 7 on that page and the estimates of cost given by the Special Committee on Technical Education on p. 202 C.F. Separate proposals have been received from the Devt. dept. for the revival of the Madras Forest College, opening of another agriculture college and institution of new courses etc. under Industrial Education. E&PH may therefore be requested to confine their scheme to the opening of an Engineering College or Colleges and to schemes relating to the grant of scholarships etc. to scholars in that line.

P. 17/1/45.

S E&PH

In regard B. the scheme of all departments have been C. & Bombay and H.E. took a note from this Dept. so that they may be able to discuss the 5 year plan with Mr. Bhabha Dalal during his forthcoming visit. So E.P.H's point that so far as Educ. is concerned, the revision of salaries is a scheme by itself is appreciated. The Govt. will of course have to decide whether it is right if the Salary Com. their recommendation the scheme is to be retained, modified or rejected. I think further action may be deferred till the Govt's decision is known.

17/1/45.

E&PH

25. 19. v Secy

ASST. SECRETARY TO GOVERNMENT :: EDUCATION AND PUBLIC HEALTH DEPT. :: 16 JAN 1945

02541

P.W.R(C)
U.O. 860/44-29
17-1-45

Re: C above — I think we will have to include the scheme of higher salaries for Secy Govt; & the other two are

Submitted for perusal. The D.P.I.'s U.O. may be sent

Special

Edn. & P.H. Dept.

Post-War Educational Development - Plans.

Further to the u.o. note of the D.P.I. dated the 16th December 1944 he was required in this Department u.o. No. 58226-A/44-2, dated the 19th December 1944 (copy enclosed) to amplify, in the light of that note, his five year plan. As it was not possible for the late Director to answer this reference, the file was obtained back from the Director's office and the schemes which will get into the five year plan were put in shape in the Secretariat. A set of these schemes is placed below. A copy of the letter from the Government of India, Department of Planning and Development No. R.C. dated 5th January 1945 together with a "model scheme" may now be forwarded to the D.P.I. and he may be requested to amplify where necessary the drafts of the schemes at (Z) under the following heads, as in the model scheme referred to above:

(1) Description of the scheme
(2) Details of the staff
(3) Details of cost.

A brief description of the whole scheme with brief details of the work that will be undertaken in the quinquennium, 1947-52 should be given. As regards staff, full details of staff available together with the scales of pay applicable to each post should be furnished. The scales of pay should be the existing ones and not any improvements contemplated, as the general question of increase of pay is separately under consideration and the cost on account of such increase will be estimated in that connection. If the details of the staff cannot be given in the form itself, they may be given in a separate annexure either for a single scheme, or for a number of schemes of the same category.

Scheme No. 5 - Expansion of technical education - is a very comprehensive and includes also technical courses under the scheme of bifurcation of secondary school studies. It is necessary to have a separate estimate of cost for this item alone in the form adopted for the remaining schemes.

2. Besides the schemes mentioned above which will be initiated in the first five year period a number of other proposals have also been accepted by the Education Sub Committee of the Post-War Reconstruction General Committee. These are those covered by the following paragraphs of the proceedings of the Sub Committee:

Proceedings dated 28th and 29th November 1944:

Paragraphs 1 (b), 2(b), 6, 8, 10, 11, 12, 13, 15 and 21

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Proceedings dated the 19th December 1944:

Paragraph 4 (7) regarding a Home Science College for women.

The D.P.I. may be requested to put these in concrete form and give in respect of each of them particulars as desired in para 5 of the Government of India's letter referred to above.

3. A reply to this reference may be sent not later than the 20th January.

20.1.45

15/1/45.

DPI

240

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SPECIAL.

U.O. reply.

Office of the Director of Public Instruction, Madras, 22-1-1945.

Reference:- Government Edn. & P.H. Department U.O.No. 58226 A-2 dated 15-1-1945 re: Post-War Educational Development - Plans.

.....

Para 1 of the u.o. note.--As desired by the Government in their u.o. reference quoted above I have amplified, where necessary, the drafts of the schemes prepared in the Secretariat in respect of the following* under the heads (1) Description of the scheme; (2) Details of the staff; and (3) Details of cost.

* (a) Training additional teachers (Scheme No.1)

(b) Introduction of compulsory elementary education (Scheme No.3)

(c) Provision of mid-day meals for poor children attending elementary schools (Scheme No.4)

Revised statements indicating the above particulars have been submitted for easy reference as far as these schemes are concerned.

As regards Scheme No.2--improving the scales of pay of the staffs and establishments employed in schools and colleges, I do not consider that any amplification is necessary. But I consider that against item 13, the following remarks may be inserted.

"There would ultimately be one Physical Director for each district and six Physical Women Instructresses in the Province. It is proposed to form a special cadre of teachers of Physical Education with increased pay as agreed upon by the Government.

No changes are necessary in respect of Scheme No.6--Medical Inspection of school pupils.

With regard to Scheme No.5--Expansion of Technical Education--the Government desire to have a separate estimate of cost for bifurcated secondary school technical courses in the form adopted for the remaining schemes.

A revised scheme prepared in the form of the "model scheme" in respect of Expansion of Technical Education including the Bifurcated Secondary School Technical courses is enclosed. I may, however, reiterate in this connection what the late Sir Meverel Statham stated in his D.O. reply dated the 11th of December 1944, that as far as my department is concerned, for obvious reasons, it is not possible to give an estimate of cost for the expansion of Technical Education below the University stage, such an expansion depending entirely on how soon we can increase the number of secondary and higher elementary schools for boys and girls. The Government may put down as a possible expenditure on Technical Education in my department during the first five years my predecessor's figure of Rupees one crore, although I do not have the data for indicating clearly the details by which this figure had been arrived at.

Para 2 of the u.o. note.--The following remarks are offered in respect of each proposal accepted by the Education Sub-Committee not falling under the first five year period.

Extension of compulsion: After the scheme of compulsion in all Standards I to V in the Province has been introduced which according to the estimate will take 15 years, a further step will be taken as soon as possible to add a VI Standard to every V Standard school and that as VI Standards are added, compulsion be extended upto the VI Standard. The actual total cost of adding a VI Standard to every V-Standard school will approximate to Rs.85 lakhs. After it has been found possible to add a sixth Standard, steps may gradually be taken to add a VII and a VIII Standard to all schools and compulsion by stages is proposed to be introduced upto the VIII Standard. A total period of 20 years may be aimed at as a suitable period for the completion of the scheme.

Appointment of Welfare Officers: If the contemplated widespread introduction of compulsion is to be a success, it is absolutely necessary that Welfare Officers should be appointed to implement compulsory attendance and they should have legal powers to enable them to bring the children to school. Otherwise the enormous amount that will be spent on the scheme will be ineffective and will be a waste. The personnel of the staff is left to the decision of Government.

Secondary Education - Boys: The distribution of High Schools in the Province is very uneven with the result that while in some areas very full and adequate provision exists for high school education for boys, in other areas very inadequate provision exists. During the post-war period and as a matter of fact even during the war the Government should formulate a policy that backward areas are provided with the same facilities as forward areas. In considering the policy of expansion, the needs of backward communities and of the communities who do not use the local language of the area such as Muslims and certain section of the Kanarese population must be taken into account. Proposals for the opening of new schools by local bodies and by private managements should be supported with a view to seeing that there is no considerable expenditure from Provincial revenues.

Visual Instruction: In secondary schools in particular it will be necessary, after the war, greatly to increase the provision for visual instruction. At present, as far as it is known, the number of projectors in actual use in educational institutions in this Province is only about 15. The educational institutions should have their own projectors and films. Applications from managements of aided schools for the purchase of this equipment should be liberally considered and grants towards the purchase of these equipments should be granted under the provisions of the

Grant-in-aid Code.

Radio and Broadcasting: Increased use should be made of the Radio and Broadcasting for general educational purposes. A panel of advisers to assist the Station Directors of the All-India Radio at Madras and Trichinopoly has been formed recently under the orders of the Government. A great majority of educational institutions are at present without the facilities for using broadcasting as an essential part of education.

Secondary schools for girls: A very large proportion of the total number of schools is concentrated in large areas like Madras, Trichinopoly and Mangalore. There must, therefore, be planning for a very large increase in the number of secondary schools for girls, particularly in areas like the Ceded Districts and the Telugu Districts in which only a very few secondary schools for girls exist. In certain areas, private managements are still likely to be forthcoming to assist in the expansion but in certain areas, like the Ceded Districts, the expansion will have to fall almost entirely on Government, as private managements capable of financing and maintaining girls' secondary schools scarcely exist.

Arts and Professional Colleges for Women: There is an immediate need for a considerable increase in the number of Arts Colleges for women. The existing 6 institutions are quite inadequate to provide for all the girls who are now seeking higher education. They are not only inadequate to provide collegiate education for these girls desiring to read only in a women's college but they are inadequate to ~~provide~~ cope with the general rush for collegiate education in spite of the ~~x~~ fact that a very large number of girls, well over a thousand, are reading in the Arts Colleges for men.

Similarly, although this Province has the largest number of women teachers teaching both in institutions for

girls and in institutions for men, a rapid increase and a very large increase in the number of women teachers is necessary since women teachers are now required in ever-increasing numbers both for girls' schools ~~and~~ as well as for boys' schools. The existing three training colleges for women have proved absolutely inadequate to admit anything like all the candidates who have applied for training.

As in the case of expansion of secondary schools for girls, care must be taken to see that the development of the new Arts and Professional Colleges for women should be spread over areas hitherto unprovided with such institutions.

Education of Backward communities and Anglo-Indian and European Education: Concrete proposals in regard to the above two items have been envisaged in the Report on Educational Post-War Reconstruction by the late Sir Meverel. It does not appear to be necessary to add anything to these proposals. His recommendations have been accepted by the Education Sub-Committee.

Physical Education: Please see my remarks in paragraph 1 above in respect of Scheme No.2.

Adult Education: It will be essential to develop after the war, as widely as possible, and with the assistance of all existing organisations, libraries, Universities, etc., a system by which adult education may be provided for. University extension work, adult education centres with libraries and all educational institutions can be utilised for this purpose. Similarly, the use of the Radio and the Cinema for education will be of great help to this movement. The cost for this scheme will be a ~~considerably~~ small sum. The Education Sub-Committee has suggested the introduction of a Library Act in this Province and the issue of departmental bulletins in different languages with the object of maintaining literacy.

Home Science College for women: Proposals in this regard will be submitted to Government as a Part II Scheme in due course.

Director of Public Instruction,
Madras.

To

The Secretary to Government,
Edn. & Pub. Health Department,
Fort St. George (U.O.)

Edn. & P.H. Dept.

Of the six schemes proposed in the Secretariat to ~~be~~ be put into the five year plan, schemes numbered 1, 3 and 4 as recast by the Director of Public Instruction, may be accepted, with the slight ~~pencil~~ alterations suggested at the appropriate places. Scheme No. 6 (Medical Inspection) as drafted in the Secretariat requires no alteration. As regards Scheme No. 5 (Technical Education), the Director of Public Instruction would accept the estimate of one crore suggested by the late Sir Meverel. He, at the same time, says that there are no data to show how this figure was arrived at. In the circumstances there is no particular advantage in adopting the one crore estimate. It may rather be as drafted by the P.W.R.C. The inclusion of Scheme No. 2 (Revision of Salaries) awaits Government's decision.

2. Of the schemes that do not get into the first five year plan, the Director of Public Instruction has attempted an estimate only in respect of applying compulsion beyond the V standard stage. This process will roughly be somewhat as follows:

After 10 years within which period compulsion up to the V standard will have been introduced throughout the Presidency, there will be 7 million children distributed over the 5 standards. That will give approximately 14 lakhs of pupils in the V standard. These 14 lakhs of children can be brought successfully to the VI, VII and VIII standards in a total period of three years. The cost for the first year will be Rs 210 lakhs, for the second year Rs 420 lakhs and for the third year Rs 630 lakhs at which it will be stabilised. This may be reported to the Government of India in preference to the relevent portion of the Director's report - 'P' onpage 108 ante. A remark to this effect has been made in col. 13 of Scheme 3.

3. As the Director has not given any estimate for the other schemes, a paragraph somewhat as follows may be added to the letter to the Govt. of India. in due course.

"According to the scheme of priorities decided upon, two other schemes, namely, the bifurcation of the secondary school courses one leading to the University and other variagated courses leading to vocations and an augmentation of the physical education staff employed in the Education Department should also form part of the first five year plan. Estimates are not, however, ready for these schemes. Besides the first five year plan, there are also various other objectives such as the employment of Welfare officers in connection with the introduction of compulsory education, an increase in the number of Arts and Training Colleges for women, secondary schools for boys and girls, provision of facilities for visual education and adult education, further expansion of the facilities for the education of Europeans and Anglo Indians and of backward communities, the opening of a College of Home Science for women etc. etc. Estimates for these will be made as occasions arise.

SECRETARIAT TO GOVT. MADRAS
POST-WAR RECONSTRUCTION DEPT.
24 JAN 1945
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The original schemes relating to Education are on pages 305-315 C.P. Edn. have revised scheme nos 1 (Training of addl teachers), 3 (Introduction of compulsory education) and 4 (Provision of midday meals). The total cost originally given and now given compare as follows:-

	Orgl cost lakhs	Revised cost lakhs
Scheme 1	60.00	61.77
" 3	700.00	400.00
" 4	21,79.00	19,78.72 (a)
		28,49.78. (b)

Alternative figures of cost have been given in respect of item 4 (Provision of midday meal) - one based on a rate of one anna per child and another on a rate of 1½ annas per child.

EHPK may be requested to state whether the lower figure may be accepted.

2 No change is proposed in the schemes Numbered 5 & 6.

3. As regards sch. 2 (revision of pay of teachers) expected to cost Rs 15 Crores, please see Secretary's remarks on p. 103 ante. EHPK now state that the inclusion of this scheme awaits Govt. decision. It is not clear which decision is referred to. If the decision on revision of scales of pay of all Govt. servants is referred to, it is doubtful whether a decision would be taken by Govt. soon enough for the scheme relating to teachers pay to be included in the five-year plan. If, however, decision of Govt. on the inclusion of Sch. No. 2 as part forward is meant, the point is for orders.

4. After orders are passed on para 3 above, the case may be returned to EHPK and Govt dept. requested to furnish 5 copies of schemes revised by them and to return the original of the other schemes to this dept.

5 Extract of paras 2 & 3 of EHPK dept's note at pp 112-113 ante may be taken for reference in drafting the letter to the C/G.

K cmp 112 ante

M cmp 112 ante

Once the Govt have reached a decision on the extent by which the total expenditure under "Education" has to be cut, orders will be asked for as to allocation of the cut as between individual schemes.

27/1/45

S EHPK

With ref. to scheme No 4, mid day meals, I think provisional sanction may be made on the basis of existing prices. The U.P. Govt have prepared a detailed scheme for the provision of mid day meals to scholars in secondary schools and intermediate colleges. They have calculated on the basis of 2 annas per head per day Rs 25 per annum. If 1½ annas (which seems to be the better figure) is adopted it will mean a big increase in the total bill under Education over the original estimates. Even allowing for the 3 crore decrease under Scheme 3.

A 244

Govt of India

Education Department

P.W.R.(E)
M.O. 860/44-37
27.1.45

ASST. SECRETARY TO GOVERNMENT
27 JAN 1945
EDUCATION AND PUBLIC HEALTH DEPT.

To
The Secretary to the Government of India,
Education, Health and Lands Department.

Subject: Post-war Educational Development Scheme.

Sir,

I am directed to refer to the Secretary's remarks on page 103 ante and to say that the Education Department have now had under consideration the question of the inclusion in the Post-war Educational Development Scheme of a scheme relating to the pay of teachers. The Department have come to the conclusion that the scheme should not be included in the Scheme at present. The reasons for this decision are briefly as follows:

(1) The Department have not yet had sufficient time to examine the scheme in detail and to satisfy themselves that the scheme is one which can be carried out in practice.

(2) The Department have not yet had sufficient time to examine the financial implications of the scheme and to satisfy themselves that the scheme is one which can be carried out in practice.

(3) The Department have not yet had sufficient time to examine the scheme in relation to the other schemes of the Post-war Educational Development Scheme and to satisfy themselves that the scheme is one which can be carried out in practice.

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When all the Edn. plans were being considered along with all the other Provincial Plans. It may be noticed that a decision as to enhancement of Salaries will affect also the figures of cost in the Defence Vetting (& Compilation: if enhancement is made, the cost of the Defence, in the first five year period, & also in the further period which may be the responsibility of succeeding Govts. will also be affected considerably. Sometimes in this connection it may particularly be mentioned that the f.y.p. have indicated that the enhancement of Salaries as for the Medical Advisory B.S.; report (which is what has been accepted for the purpose of Defence & which, as pointed out above, will affect the Defence Compilation also) is a fundamental thing expected to be furnished before giving their financial support to our Education Scheme. It is suggested therefore that a specific decision be taken on Defence 2, with reference also to the Calculation of cost, according, to the Defence & Compilation. The Defence may, therefore, be vetoed.

29/1(W).

PWR(C)

The further note of Staff from page 115 ante may be perused. The orders of Govt. have been asked for regarding (1) the total cost up to which the five year plan may be put up and (2) if this were to be less than Rs 201 Crores – cost of schemes so far received – as it is likely to be, what cut should be made under each subject of development. Depts. will be apprised in due course of these orders and they will be asked to obtain orders (of the Advisor) in what way the cut is to be carried out, i.e. either by omission of a particular scheme or schemes or by modification of the schemes. Staff will then

SECRETARY TO GOVERNMENT ... POST-WAR RECONSTRUCTION ... 29 JAN 1945 349

have an opportunity for taking orders on the points raised on p.116 ante.

30/1/45

P.W.R(C) W.O. 860/WR-40 30-1-45

30.1.WS.

04456

E.P.H.

Dy. 28.1.45

from the note alone it appears that the allocation of cost of on Post war schemes will be settled soon. If so, it would be desirable to send clean copies of the draft five year plan after orders of A.C. are obtained as to the schemes to be retained & the cost of each such scheme in the post war plan. If this view is concurred in, the file may be sent.

31.1.45

31.1.45

31.1.45

1/WW

Copy of U.O. Note of the P.W.R.(C) Department, No. 860/WR-42, dt. 7.2.45.

The E. & P.H. Department may be informed that it has been provisionally decided to reduce the cost of the scheme for the five-year plan put up by them by Rs.10 crores under 'Education' and by Rs.3 crores under 'Public Health (including water-supply and drainage but excluding town-planning)'. They may be requested to examine how the schemes under these heads should be modified and to send revised plans to this department before 10-2-1945.

D.I.R.M., 7-2-1944.

Dy. 28.1 Dept.

On the basis of the five-year plan (pp.305-315 C.F.) prepared by this Department, P.W.R.(C) have computed the total cost at Rs.45.67 crores. A key statement to the plan consisting of the proposed six items is at flag "Y". According to the provisional decision communicated above, the five-year plan should be modified so as to restrict the total cost to Rs.35.67 crores. The following alternative suggestions can be made:-

flag (Y)

I. Of the six schemes, if No.2 - Improvement of salaries of teachers, and Nos. 4 & 6 - Medical inspection and Midday meals, in so far as these two latter relate to the 30 lakhs of children now in elementary schools, are to be given effect to as a whole and not spread over a period of years, they

will consume among them Rs.39.65 crores. Two other schemes, viz., 1 - Training of additional teachers and 5 - Technical Education, have been given the highest priority. These two together cost Rs.1.28 crores. There will then remain only Rs.3.59 crores for further expansion of elementary education towards the attainment of a state of compulsory education plus midday meals and medical inspection connected with such expansion. The number yet to be brought under instruction is about 40 lakhs. It will be practicable to bring under instruction at the end of the five-year period only a small fraction of this, or 2 lakhs of children, with the Rs.3.59 crores referred to above. That will unduly put off the completion of the scheme of compulsory education - a result which is not contemplated either by the D.P.I. or by the Edn. Sub-Committee. A.

II. If, however, the scheme of midday meals is not to take in at the outset all necessitous children attending schools at present and also keep pace with the further progress of compulsory education, but takes in only a limited number with reference to funds available, and if the rest of the five-year plan is kept intact, then with the money available, viz., Rs.11.50 crores, it will be practicable to provide midday meals for about 35 lakhs at the end of five years, or about half the total number. The feeding of the rest may be left to be arranged for after the first five-year period. The result will be as in the subjoined table:- B

	No. under instruction. (lakhs)	No. that will be fed if the scheme of midday meals is not attenuated. (lakhs)	No. that will be fed under the attenuated scheme. (lakhs)
First year ..	32.6	32.6	7.4
Second year ..	35.2	35.2	14
Third year ..	37.8	37.8	21
Fourth year ..	40.4	40.4	28
Fifth year ..	43.0	43.0	35

It is a point whether a scheme which begins with such wide disparity in the first year although it gets narrowed down gradually will be considered satisfactory. C.

III. A third alternative would be to set off the reduction of Rs.10 crores against 'Improvement of salaries of teachers' -

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item 2 and part of item 3. The Govt. of India, however, attach the highest importance to this matter and, in fact, have made it very plain that subventions from the Centre towards the cost of the post-war development scheme will be contingent on Provl. Governments giving effect to the Central Advisory Board's recommendations in regard to salaries of teachers. It is, therefore, necessary to avoid an attenuation of this scheme. Even if the reduction of Rs.10 crores is made under this head, it might be possible to make a plausible case to the G. of I. to some extent if account is taken of the expenditure which is now incurred from Government and local body funds on the grant of dearness allowance to teachers. The dearness allowance of elementary school teachers, aided and local body, alone is in the neighbourhood of about Rs.1.10 crores. Dearness and war allowances which Government provide to employees in Government educational institutions and in the Direction and Inspection branches of the Education Dept. might be said to amount to about Rs.0.10 crore. If account is taken of these two items of expenditure, about Rs.1.20 crores each year, the expenditure in five years aggregate to Rs.6.00 crores. It will probably be necessary to continue the dearness and war allowances and they also have the effect of improving the emoluments of the teachers. That aspect may be explained to the G. of I. and the deficiency of Rs.4.00 crores met by an increased allotment for Education. In other words, the allotment of Rs.35.67 crores may be increased to Rs.39.67 crores. In that case, all the schemes may be kept intact. D. E

Finance may see.

9.2.45

A n. p. 118 ante:
The completion of a Defence Construction up to Standard V in the course of 10 years, the Scheme drawn up accordingly, for the first five years, constitute one of the most fundamental items in the Education plan. I do not consider Finance to any Cut on this item.

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D at p. 119 above

is a point of the utmost importance. Apart from the intrinsic justification of a scheme of enhancement of Salaries, there is the very real danger that unless we implement this item financial help from the Centre may be withheld. We must have, therefore, to retain the scheme for enhancement of Salaries (item II in (4)) & retain the Calculations at the annexed Scale under item III there. I do not know if E at p. 119 ante will be feasible. Firstly, there is the question of an additional four crores. Secondly there is the question whether the set-off indicated there does not really amount, so far as the Calculations for the Plan go, to the provision in effect of the other 6 crores also - which R must be put down on the item in the Plan itself as well be set down on the item in the Plan itself; unless that is done, in all certainty, a claim for a Varying of the cost by the S. Varying must be complete in form. If it is just possible, however, that the Calculations pertaining to the annexed, indicated at E at p. 119 ante may not have been taken into account when a cut in the Education Plan was decided upon, if after taking these into account it were decided, Reconsidering E at p. 119 ante in the light of my remarks above that there need be no cut at all, scheme will remain intact.

(240) 121

If this is not possible, I suggest that B at p. 118 ante is the most appropriate way of effecting the reduction of 10 crores. Provision of mid-day meals is undoubtedly a very desirable step in relation to compulsory Elementary Education, but it is not an absolute essential in the sense that without it compulsory education cannot proceed at all. We would still under B at p. 118 ante be increasing an expenditure of 11.50 crores over the 5.43; we would be providing for the item to the extent that funds permit, & will be gradually working up towards complete provision. The 'discretion' referred to at E at p. 118 ante will, on this footing, & as being inevitable as a temporary phase, be justified; at the inception, & in the process of gradual extension, we can select for preference backward areas or backward classes (or apply a combination of both); & in fact for the scheme costing Rs. 20/ lakhs which we propose to introduce next year, we will be making such selection - & we are thinking of this scheme as not essentially bound up with the scheme of compulsory education, costing Rs. 20 lakhs which also we are proposing to introduce next year. When the choice for a cut is more or less between the item (IV at (4)) & items II & III at (4); the two latter such items will have to be ruled out for the reasons given in the preceding paragraphs; and I cannot therefore recommend

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that the cut be made on the items as indicated at B at p. 118 ante.

9/2/45. (E.I.)

5822bft - 8
9.2.45

The five year programme of Post-war ~~Reconstruction~~ Educational development as previously drawn up comprises ~~of~~ the following ~~schemes:~~ items :—

		Total cost. Rs Lakhs.
(1)	Training of teachers ..	60
(2)	Improvement of salaries of teachers	1500
(3)	Introduction of compulsory elementary education ..	700
(4)	Provision of mid-day meals for poor children ..	2179
(5)	Technical education ..	68
(6)	Medical inspection of school children	60
		4567 (45,67 crores.)

2. In their note on p.117 ~~P~~ above P.W.R.C. have intimated that the cost of the above scheme for the 5-year plan ~~has been provisionally decided to be~~ should be reduced by Rs 10 crores. In their note on pp.117-122 E.& P.H. have considered the alternative suggestions of ~~finding resources for~~ modifying the schemes to give effect to this reduction. E.& P.H. Secretary recommends that the cut be made in the provision for mid-day meals as indicated at B on p.118 above. For orders whether this may be agreed to.

This may be agreed to, without any commitment as regards the rest of the items. See below. Thiru Exp.B. 10/2/45.

Sd 9.2.45

10.2.45.

10.2.45

Details of how the amounts shown as cost of the various schemes have been worked out are not available for exam[n] in Finance. It is not clear whether Rs.15 crores in ~~Scheme~~ item (2) is the amount required over existing pay & dearness allowce. Probably it does not take existing dearness allowce into account. Scheme (2) is said to provide for addl staff for physical educatn, & it was understood that this would be separated & shown as a separate scheme. As matters stand, we have no idea how much of the Rs.15 crores is meant for addl staff. I must say that it looks very extraordinary to provide 15 crores for addl remuneration to existing staff & only 7 crores for the introdn of universal free compulsory elementary educatn including the whole of the remuneration at the proposed higher rates for all the extra staff of teachers required. E.P.H. should be able to say whether scheme (2) figure allows for the existing cost of dearness allowce for teaching staff. If it does not, the amount may be deducted from the Rs.15 crores and the resultant amount of the reduction to be made may be taken as shown. The rest of the

Dy 10.2.45 E.P.H.

ASSISTANT SECRETARY 9-FEB1945 FINANCE DEPARTMENT

EDUCATION AND PUBLIC HEALTH DEPT. ASST. SECRETARY TO GOVERNMENT 10 FEB 1945

P

Public 69532 10.2.45

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"P" on p.122 ante: The Rs.7 crores under item (3) does not represent the whole cost of introducing universal free compulsory elementary education. 3 million pupils are already under instruction and of the remaining 4 million to be brought under instruction, it is only a-third that will be covered by the estimate of Rs.7 crores, that only for education up to V standard.

2. The estimate of Rs.15 crores (for five years) under Scheme (2) - Improving the scales of pay, was mainly based on para 14 of the D.P.I.'s printed report (R/17) wherein he said that the cost of revising the pay of the existing teachers would come approximately to Rs.2.27 crores per annum. That appeared to take into account only elementary and secondary schools under all kinds of management. To that figure was added a sum of Rs.0.73 crore p.m. on account of

(a) schools other than elementary and secondary, and also colleges, and

(b) the additions contemplated in connection with the physical training of pupils,

as to neither of which the D.P.I. had given any estimate. It may be assumed that this estimate does not take into account the present dearness allowance bill. The size of that bill for five years comes to Rs.6 crores as roughly computed at p.119 ante. Finance Secretary has no objection to ~~that being~~ deducting it ~~deducted~~ from the Rs.15 crores under item (2) and taking the balance of Rs.4 crores (to make up the total reduction of Rs.10 crores) against item (4), ~~as suggested by E.P.H. Secretary~~. It is a compromise between the alternatives II & III at pp 118-119 ante.

p.85 CP.

X

Q

3. It is presumed that P.W.R.(C) will take orders in circulation on the suggestion made herein.

10.2.45 S

'Q' above — Attention is invited to my note at R at p. 120 ante. 'Q' above would have the disadvantage that the cost of item 2, would then not be fully set out in the plan, that it will not be apparent from the plan that we are providing in full for the cost of the scheme of betterment

g Salaries, and that in taking out the 6 crores we are, to that extent, to reduce the bill we present to the Govt for asking for its share of cost. Now that it appears (please see 's' in my note at p. 120 ante also) that this amount of 6 crores has not been taken into account in the estimate of our resources for financing the plan with reference to which a cut of 10 crores in the Education plan was proposed, it seems to me a better arrangement to revise the proposal about the cut itself, and to decide that only a cut of 4 crores is necessary, & that that can be taken out of item 4, leaving item 2, (as well as the other items), intact. This may see again.

11/4/45

E.P.H.u.o.58226A-9
FEB 1945 7188A

Finance (E.I & B.G.) Deptt.

[Previous Finance note on p.122 above]

With reference to Secretary's remarks on p. 122 above, Edn. & P.H. say that a sum of Rs 6 crores representing the existing cost of dearness and war allowances has not been taken into account in the estimate under scheme (2): Improvement of salaries of teachers.

2. The provision made in B.E. 1945-6 under '37. Education' is:

	Rs Lakhs.
(1) ~~Grant of~~ Dearness and war allowances for Government servants	9.76
(2) Grants to Managements of aided schools to cover the cost of dearness allowance for their teachers	49.41
(3) Grants to local bodies to assist them to meet the cost of dearness allowance for their employees	~~49.54~~ 26
	~~109.71~~ 85.17

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It is understood from E.P.H. that there are about 50,000 teachers in local boards' employ. & the Govt's dearness allowance is at present Rs 10 p.m. Cost to Govt Rs 60 lakhs p.a.

The local bodies themselves meet from their own resources a portion of the cost of dearness allowance for their employees. The total cost on account of dearness allowance and war allowance at the existing rates for the staff now employed - met from both Provincial Revenues and the revenues of local bodies - may be taken roughly at Rs 120 lakhs a year or Rs 6 crores over five years as computed by E. & P.H.

3. In the forecast of normal expre. for the quinquennium beginning with 1947-8, the existing cost of dearness allowance and war allowance met by the Govt has been treated as 'normal expenditure' for all departments. Ordinarily, a different procedure should not be adopted for the Education Department alone and the existing cost of dearness and war allowances included in the cost of the post-war development plan. The proper course would therefore seem to be to exclude the existing cost of dearness and war allowances and show the cost of scheme No.2 (Improvement of salaries of teachers) as Rs 9 crores. It is, however, for consideration whether for the reasons given by E. & P.H. Secy. at p. 124 ante N.F. the cost of scheme No.2 may be retained at Rs 15 crores, including the Rs 6 crores being the existing cost of dearness and war allowances.

This would be the best arrangement, but please see below. A NAV 13.2.45

4. Another point is that the B.E. 1945-6 under 37. Education includes also Rs 20 lakhs for compulsory elementary education and Rs 20 lakhs for free midday meals. In other words, the forecast of normal expre. which has been prepared on the basis of 1945-6 level of expre. already includes Rs 1 crore over five years for each of these purposes. It is for orders whether a corresponding reduction should not be made in the cost shown under schemes (3) and (4) in the post-war development plan.

B See below. NAV. 13.2.45

5. In view of the inclusion of a certain portion of the cost of the Education Department five-year plan in the forecast of normal expenditure, the reduction to be made in the cost of the plan will be Rs 2 crores or Rs 4 crores according as the provision of Rs 2 crores already made in the forecast of normal expre. - referred to in para 4 above - is taken into account or not. This department may agree that the necessary reduction may be made in scheme (4).

Through Expts.

P.T.O.

The E. & P.H. deptt.'s figure of Rs 6 crores for the cost over the post-war quinquennium of war and dearness allowances for teaching staff at the rates now in force may be accepted as ~~fairly correct~~ not very wide of the mark.

2. The estimate of Rs 15 crores is based on ~~the~~ figures furnished by the D.P.I., for which no details are available. The Edn. & P.H. Deptt., however, state that the Rs 15 crores does not take into account (i.e. by deduction) the cost during the 5 years of war and dearness allowances (viz. almost Rs 6 crores) at the rates now in force. ~~incurred.~~ The only question then is whether the extra cost of the scheme for the revision of salaries of teaching staff should be shown in the plan at Rs 15 crores or at Rs 9 crores. In either case, the total cost of schemes to be included in the post-war plan should be limited to Rs 41.67 crores including Rs 6 crores, the existing cost of dearness allowance.

3. It does not appear that the recurring provision of Rs 40 lakhs entered in the next year's budget should be reckoned at all towards the cost of the five year plan.

The proposal of E. & P.H. Secy. at M/ may be accepted provided on p 124 ante it is clearly understood that the Rs 15 crores includes Rs 6 crores, the existing cost of dearness allowance and war allowance; and the scales of pay are fixed with ref. to the scales considered adequate for this Province.

NRN 13.2.45 — WS 13.2.45

I think it would be better to show the addl. cost of scheme (2) at X on p. 122 N.F. as Rs. 9 crores with a note explaining that the full amount required is Rs. 15 crores, but about Rs. 6 crores has been excluded as being the equivalent over the 5 year period of dearness & war allowances at the rates now in force. This is not likely to affect the grants to be given by the G. of I. We may be sure they will want much fuller & more detailed information, before coming to any decision about grants.

DwD 13.2.45 E.P.H.

E & P. H.

Finance 7188 A&P/45

Submitted. It appears that Finance Dept. may 13.2.45 accept the suggestion stands. Sg/ ashe 15/2/45

Orders may be taken in Deptt. Notes at pp 123-124 ante.

WS 15/2/45

5822 bk 16.2.45

Page 119 of Secy

Page 120 above

Page 126 above

(2) 57 cr 9

P.W.R.(C) DEPTT.

Notes from page 117 may be read. They deal with the question as to how a cut of Rs.10 crores may be made in the Education schemes. At the outset, it may be mentioned that the Govt. have since decided that a further cut of Rs.7 crores should be made in Education schemes, i.e. the total cut under this head will be Rs.17 crores.

2. In connection with the cuts to be made under each scheme, the question has been raised whether the existing cost of dearness allowance paid to teachers amounting to Rs.1.20 crores per annum, or Rs.6 crores for five years, should be omitted from the Rs.15 crores required for scheme 2 (improvement in scale of pay of teachers). The additional cost of Rs.15 crores mentioned in this scheme is presumed to have been calculated without taking into account the existing cost of Rs.6 crores (for five years) on account of dearness allowance. E. & P.H. consider that the full amount of Rs.15 crores should be shown as the cost of the scheme, so that we can get adequate contribution from the Govt. of India. Finance Secy., however, considers that the additional cost of the scheme may be shown as Rs.9 crores with a note explaining the position. It is not possible to say whether, in other schemes, the existing cost on account of dearness allowance has or has not been taken into account. However, it does not appear that the contribution to be given by the Govt. of India for financing post-war schemes will depend upon this particular point as the Central Govt. propose to make a distribution on population basis. This Deptt. may therefore agree with Finance Secy. that the existing cost of dearness allowance may be taken into account, and the cost of the scheme given as Rs.9 crores.

This is being looked into separately. Special staff to be appointed to watch the work in connection with d.a. Plans to be prepared by P.W.R. 17/2/45

3. The case may be returned to E. & P.H. for suggesting further cuts with reference to the note in para.1 above. That Deptt. may be requested to take orders in circulation, ~~regarding~~ as Finance have assumed responsibility under normal expenditure for d.a at the present rates to existing staff.

15/2/45

15.2.45

Consider this scheme should be shown as 9 crores & a note added explaining the position.

Wife ref. 6 ki notes a p.123, however, d does not seem 6 be altogether conclusive ksi ki DPI's estimate g 15 crores is ki difference between ki lowest rates (excluding d.a) and ki rates proposed. Can it be assumed ksi ksi is quite beyond doubt?

M. 13/2/45.

P.W.R(C)
u.o.860/44-59
15-2-45

E&PH Dept.

"A" above: The basis for the estimate of Rs.15 crores is given at p.123 ante. The Director's Office, which had been previously asked, was not in a position to give details. It is therefore not practicable to go further into this question at this stage.

2. The post-war plan put up by Education provided for a total expenditure of Rs.45.67 crores for the first five-year period, according to details at "Y". P.W.R.(C.) first intimated a cut of Rs.10 crores on this figure, and asked for a modification of the plan. In discussing the cut, it was noted that ~~this Govt. were now incurring an~~ expenditure of Rs.1.20 crores p.a. ~~(or Rs.6 crores for five years)~~ was being spent on dearness and war allowances in the Educational department, that as expenditure on that scale would probably have to be continued in future a cut of Rs.6 crores representing the dearness and war allowance bill for five years might be made under item (2) - Salaries of teachers, and that the balance of the cut, viz., Rs.4 crores, might be made under item (4) - Midday meals. E.P.H. Secretary's objection to a cut under item (2) - Salaries - was that if a direct cut was made in the manner suggested the case for obtaining a subvention from the G. of I. would to that extent be weakened and that inasmuch as the ~~Provincial Govt.~~ expenditure would actually be incurred ~~the expenditure~~ it would be proper and advantageous not to make this cut. He therefore suggested a cut of Rs.4 crores only - against item (4). His reason for making the cut against item (4) are explained at p.121 ante.

3. Finance Secretary, while agreeing to the cut of

(251)

Rs.4 crores referred to above, opined that the estimate under item (2) - Salaries - might be shown as Rs.9 crores, and added that if a note were added that the full amount required under that item was really Rs.15 crores but that Rs.6 crores had been excluded as being the equivalent over the five-year period of dearness and war allowances at the rates now in force, the grants to be given by the G. of I. would not be affected by that course.

4. P.W.R.(C.) have now stated that a further cut of Rs.7 crores should be made in the total estimate of Rs.45.67 crores. For the reasons mentioned at p.121 ante, that cut may also be made under item (4) - Midday meals. In that case, the amount available for midday meals for the five-year period will be Rs.10.50 crores. With that amount, it will be practicable to provide at the end of five years midday meals for 30 lakhs of children out of the 43 lakhs that will have been brought under instruction. The disparity between the 'fed' and the 'not-fed' will be greater in the earlier periods of the five-year period as the following table shows:-

	No. that will be fed if the scheme is not attenuated. (lakhs)	No. that will be fed under the attenuated scheme. (lakhs)
I Year ..	32.6	6
II Year ..	35.2	12
III Year ..	37.8	18
IV Year ..	40.4	24
V Year ..	43.0	30

5. The file may now be circulated for orders

(1) whether a cut of Rs.11 crores may be made under item (4) - Midday meals, and

(2) whether the balance of the cut, viz., Rs.6 crores should be dealt with as proposed by E.P.H. Secretary or by Finance Secretary.

SECRETARY, EDN. AND P. H. DEPT. TO THE GOVERNMENT OF MADRAS

(1) Yes
(2) I agree with Fin. Sec.

15.2.45 middle of p. 117 ante)

16/2/45 A2.

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A revised draft five year plan is placed below. After approval clean copies will be sent to GOI, Delhi, with two files.

Secy
16.2.45

P.W.R.(C)
17/2/45

16.2.45

P.W.R.(C)

The revised schemes may be accepted. A

58-26A-10
17.2.45

17.2.45

I have discussed the issues raised in my note at A on p 126 with Secy E.& P.H. He tells me that the calculations on which the figure of 18 crores have been based were made by the late D.P.I. personally and cannot be traced. There is really no evidence either way about the inclusion of dearness allowance. If we have guessed wrong a further 6 crores can always be made from the Education budget. Then it will be open to the Education Deptt. to give how to have the figures recalculated for the purpose of the 5 year plan, but I suggest that the present D.P.I. should be asked to do this, so that accurate information will be available, if when the plan has to be revised. In the meantime for the purposes of the plan I shall act on A2's orders at p 129.

17 FEB 1945
544

15/2/45.

I agree.
A2.
16/2/45

(Sent by Secy)

L.P.H.

252 131

U.O.

Ref Fin Secy's remarks at p 122 N.F. Can the part of Scheme 2 which relates to additional staff for physical training not be shown as a separate scheme? There seems to be no reason for combining in one scheme the Enhancement of pay of existing teachers.

20/2/45.

Secy E.P.H.

P.W.R(C)
4-0-860/44-45
20.2.45

SECRETARY, EDN. AND P. H. DEPT.
GOVERNMENT OF MADRAS

Secy to P.H. Dept

Attention is solicited to the notes on pages 105-112 in the main file. The D.P.I. was asked to frame separate Estimate of cost to give effect (in the next two years period) to the various recommendations made by the Ed. Sub-committee. The recommendations regarding Physical Edn. are embodied in para 16 of the Proceedings of the committee of 28.11.44. The Director did not consider it necessary to frame a separate Estimate for Physical Edn. scheme. Please see X & Y on pages 10 & 111 ante. For orders whether the Director shall again be consulted.

Discussed with Secy. - file

SPECIAL. Education and P.H. Department.

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Post-War Educational Development - Plans.

Ref:- Correspondence ending with the U.O. reply of the D.P.I., dated the 22nd January 1945.

In the U.O. note cited above, the D.P.I. gave the following indication of the expansion of the physical education staff in the Educational department:-

> "There would ultimately be one Physical Director for each district and six Physical Women Instructresses in the Province. It is proposed to form a special cadre of teachers of Physical Education with increased pay as agreed upon by the Government."

It is necessary to have an estimate of cost of this item relating to Physical Education alone separately. In framing the estimate, account will have to be taken of the types of institutions in which Physical Training Instructors or Instructresses should be employed and the scales of pay which should be allowed to them, conforming more or less to the scales recommended in the Report of the Central Advisory Board of Education, on Post-War Educational Development. From the gross estimate framed, a suitable reduction representing the expenditure now incurred on physical education staff -

(a) on pay as such, and

(b) on dearness and war allowances

should be deducted and the net additional expenditure will be the estimate.

The D.P.I. may be requested to treat the reference as specially urgent and arrange to send a reply by the 24th February.

21/2/45

Government of Madras

EDUCATION AND PUBLIC HEALTH DEPARTMENT

(Public Health)

G.O. No. 3528, 29th September 1939

Milk-supply—Public Institutions—Resolution of the Animal Husbandry Wing of the Board of Agriculture and Animal Husbandry in India—Communicated.

Order—No. 3528, P.H., dated 29th September 1939.

At its meeting held in December 1936 the Committee of the Animal Husbandry Wing of the Board of Agriculture and Animal Husbandry in India passed the following resolution :—

> "All public institutions should place their contracts for milk with organizations which produce their milk outside city limits."

The resolution is communicated to the Surgeon-General and all local bodies.

2. The Surgeon-General is informed that the Government would be prepared to consider favourably proposals for obtaining milk from organizations of the kind referred to above at rates slightly higher than the ordinary market rates, provided that the organizations are reliable and that they undertake to keep their herds outside the limits of towns, milk them under strict supervision and supply the milk in sealed receptacles after sterilization under proper sanitary conditions.

3. Local bodies are also informed that supplies of milk which they require may be obtained from similar organizations subject to the same conditions and that they may, if necessary, pay for such supplies at rates above the ordinary market rates, provided that the excess is not more than 5 per cent of the ordinary market rate in any case.

(By order of His Excellency the Governor)

G. H. Cooke,
Secretary to Government.

To the Surgeon-General.
,, Executive Authorities of Municipal Councils (through Chairmen).
,, Presidents of all District Boards.
,, Commissioner, Corporation of Madras (through the Mayor).
,, Inspector of Municipal Councils and Local Boards.
,, Examiner of Local Fund Accounts.
,, Development Department.
,, Finance (Accounts) Department.
,. Local Administration Department.

Copy to the Principal, Indian Medical School.
,, Director of Public Health.
,, Imperial Council of Agricultural Research, New Delhi (with C.L.).

Office of the
Director of Public Instruction,
Madras, Dated 3rd March, 1945.

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U.O.



09030

Sub: Physical Education - Post War Plan.
Ref: U.O.Note from the Education and Public Health Department No.58226-A.1, dated 21-2-45.

An estimate of the cost of the expansion of the Physical Education staff and the revision of the pay of the staff is furnished below:

	Pay. Rs.	Dearness and War allowances. Rs.
1. Cost of existing staff	1,09,725	23,676
2. Cost of the proposed staff	2,26,918	37,080
3. Net additional expenditure	1,17,193	13,404

Details of the above estimate are furnished in the annexure to this note.

The following explanatory remarks are offered:

Government Colleges -Men. There are 12 posts of Physical Directors in Government Colleges - 2 on a selection grade of Rs.140-15/2-200 and 10 on a scale of Rs.70-130. It is now proposed that all the twelve posts should be in the same grade on a par with the Assistant Lecturers in Colleges - i.e. on the scale of Rs.100-10/2-200.

Government Colleges - Women. The two posts of Physical Directors in Queen Mary's College and Lady Willingdon College which are now on the scale 70-130 may also be brought on the scale of pay 100-10/2-200.

Secondary Schools and Training Schools for Men and Women.

Taking into consideration the size of the school, it is proposed that 15 posts in boys' schools and 10 posts in Girls' schools may be in the scale of pay 70-200 admissible to school Assistants. These posts will be held by B.A.L.Ts. with a Diploma in Physical Education. The remaining posts, 50 in boys' schools and 39 in Girls schools, may be brought on the scale of pay 40-4/2-80 plus special pay of Rs.10 per mensem. This scale conforms to the scale suggested by the....

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by the Central Advisory Board for non-graduate trained teachers. The special pay is essential because the Physical Training Instructors undergo a furthr training for one year after finishing the teachers training.

Number of instructors in a school.

According to Departmental circular there should be an instructor for every 250 pupils. On this basis about 15 additional posts are required for the Government Schools - 10 in girls' schools and 5 in boys' schools including school Departments of Colleges. This however need not be a post-war plan. I may be allowed to ask for these posts in the usual way. I have already asked for some additional posts in connection with Part II for 45-46.

Inspecting staff - Men's Branch.

It is essential to have a whole-time Adviser to Government on Physical Education in the Madras Educational Service. 1st
26/Physical Directors are proposed in the scale of Rs.100-10/2-200. The existing posts of 4 ~~Reformal~~ Regional Physical Directors may be abolished and the incumbents may be absorbed in the new posts. A clerk and a peon are allowed for each Physical Director.

Inspecting staff - Women's Branch.

The pay of the Woman specialist is revised to the scale of 200-700 so as to be uniform with the pay of the Adviser.

Circle Inspectresses of Physical Education.

The estimate provides for six circle Inspectresses on a scale of Rs.100-10/2-200. It appears that the Government have approved the proposal for a Seventh Inspectress of Girls' schools. It is therefore necessary to have 7 circle Inspectresses of Physical Education also.

The existing post of Assistant to the Woman specialist may be abolished as it will not be necessary when circle inspectresses are sanctioned.

A clerk and a peon are allowed for each of the circle inspecresses.

Stipends...

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Stipends.

At present 30 stipends for men and 30 for women are allowed for training in the Physical Training class. In due course this number will have to be doubled. The extra cost will be Rs.7,200/- a year.

Play grounds.

It may be accepted by Government that in the post war plans, proposals for the acquisition of play grounds for schools should have the first preference.

Elementary Schools.

It is not necessary that there should be Physical Training Instructors in Elementary Schools.

Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education & Public Health Department,
Fort St. George, U.O.

Education and P.H. Department.

with orders: ↓ p. 133 ante

The note sent in by the D.P.I. regarding a separate scheme for physical education is not helpful. The P.W.R. Education Sub-Committee agreed with the following recommendations of the D.P.I., namely--

(a) that the Adviser to Government on Physical Education should be continued, if possible, on a whole-time basis;

(b) that the Woman Specialist in Physical Education should be continued;

(c) that there should ultimately be one Physical Director for each district and six Physical Women Instructresses in the Province;

(d) that the output of Physical Training Instructors and Instructresses should be very largely increased as soon as possible; and

(e) that a special cadre of teachers of Physical Education should be formed with increased pay.

2. The extra cost of (a), ~~(b)~~ and (c) above, over and above the expenditure now incurred under those heads, as worked out by the D.P.I., may be accepted. That accounts for

an additional expenditure of Rs.83,000 per annum. This part of the scheme is not very elaborate and can be given effect to in the first year of the post-war programme.

3. As regards (d), the D.P.I. has ~~already~~ stated that separate physical training instructors will not be required for elementary schools. ~~He says also that~~ The contemplated output of new instructors should therefore be for employment in other types of schools, mostly secondary and training. Under the M.E.R., every one of these schools is required to employ at least one physical training instructor. The complaint, however, is that secondary schools do not invariably employ physical training instructors and, where they are employed, the instructors are not of the required quality. The scale followed by the D.P.I. is that for every 250 pupils there must at least be one physical instructor. Assuming that the present generation of physical training teachers should all be replaced by properly trained candidates, the existing strength in secondary schools (boys' and girls'), viz., 312,000 pupils, will require a staff of 1,250 instructors. It may reasonably be supposed that this staff can be trained in the course of five years, at the rate of 250 candidates a year. The current rate of stipend is Rs.12 a month for ten months in the year. The cost of the training therefore amounts to Rs.30,000 for each year of the quinquennium.

4. It is not clear what the "increased pay", referred to at (e), is; nor is it clearly deducible from the Report of the Central Advisory Board. It will have to be decided later what will be the appropriate scale of pay for physical training instructors under post-war conditions. In any event, secondary schools are now under ~~no~~ obligation to employ physical training instructors, and such pay as they now get is a legitimate charge on the management's resources supplemented by the present level of grant-in-aid, wherever admissible. Any increased pay, over and above this, as part of the post-war scheme of revision of salaries, should be presumed to be included in the estimate under Scheme 2. For present purposes, the figures at "A" and "B" above may be adopted. A scheme on this basis is placed below. The cost shown herein will be deducted

from the estimate under Scheme 2. The file may now be returned to P.W.R.(C). Fin.

5-3-45

5/3/45

Fin.

P.W.R.(C) (Recd in Fin. 6-3-45)

58226A. 13
6.3.45

The scheme for the training of Physical Instructors put up by E&PH may be accepted. As this is a "training" scheme, it may be classified as "special Priority". A copy of the scheme may be taken in this dept. and the case returned to E&PH through Finance. E&PH have separately indicated the changes to be made in Sch. 2.

6/3/45

Fin. 6/3/45

Fin./E.P.H.

SECRETARY TO GOVERNMENT 6 - MAR 1945 723 POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPT.

Finance (E.I).

(Fin. last noted on pp.124--126 above.)

The case has now been sent to this department with reference to the scheme for the training of Physical training instructors and instructresses and staff for supervising physical training in schools and colleges. Edn.& P.H. note from page 137 above and the note on the scheme below may be perused, and the case returned to E.& P.H.

P.W.R.(C) U.O. 860/44-82 6-3-45.

ASST. SECRETARY TO GOVERNMENT 6 -MAR 1945 FINANCE DEPARTMENT

Exp(A)

Thro' P.C. 6.3.45

1485

6.3.45.

NRN 6.3.45

7.3.45

The training portion of this scheme only covers about a quarter of the total cost. It is not clear whether the other part of the scheme, viz. provision of additional Govt. supervising staff in connection with physical education activities, really needs to be treated as a special priority scheme. The name given to the scheme in item 2 of the summary gives the wrong impression that the whole scheme is one for the training of staff. The changes indicated in pencil would make the intention clear. D.W.D. 7.3.45 E.P.H.

P

Fin. U.O. 1485 EI/1 7-3-45

E.& P.H.

Strictly speaking, P above would not be a 'Special Priority'. But both the parts of the proposal were put together as ~~treated~~ the cost of each separately is very small, as compared to the

other schemes in the plans. The matter does not appear to be of much consequence in a scheme involving crores. If P.W.R.(C) insists that a meticulous classification is necessary, the two parts can be separated.

7.3.45 S

DEPUTY SECRETARY TO GOVERNMENT 8 MAR 1945 FINANCE DEPARTMENT

Finance (E.I)

(Previous Fin.noteon p.139 above.)

With reference to Secretary's remark on p.139 above attention is solicited to the further note of Edn.& P.H. above. ~~[illegible]~~ Edn.& P.H. have apparently no objection to excluding the portion relating to "Employment of Govt.supervisory staff for supervising the physical training activities of schools and colleges" involving Rs 0.83 lakh p.a. or an ultimate cost of Rs 4.15 lakhs at the end of 5 years, from the 'Special Priority' scheme. They may be requested to include provision only for 'Training of physical training instructors and ~~instresses~~ instructresses' and to amend the note below in consultation with P.W.R(C).

7.3.45 7.3.45 8.3.45 8.3.45

If there is still time to make the alteration, I suggest that it would be better to restrict the Special Priority Scheme to the training of P.T. instructors & instructresses, & to treat the other item as a separate ordinary scheme, as it is admittedly not correct to classify that part as a "Special Priority Scheme".

8.3.45 E.P.H/P.W.R(C)

Ed P.H.

May be sent to P.W.R(C) first.

8.3.45 P.W.R.(C)

DEPUTY SECRETARY TO GOVERNMENT 7 MAR 1945 FINANCE DEPARTMENT

ASST. SECRETARY TO GOVT. 7 MAR 19.. FINANCE DEPARTMENT

Rs 0.30 lakh p.a. & Rs 1.50 lakhs (Cab the end of 5 years)

ASST. SECRETARY TO GOVERNMENT 8 MAR 1945 EDUCATION AND PUBLIC HEALTH DEPT.

P.W.R(C)

I don't think it worth while having the change now.

M

8.3.45

P.W.R(C) Ed P.H. may be sent to P.W.R(C) for early orders.

8.3.45

A

8 - MAR 1945 750 POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPT.

P.W.R(C) Ed P.H. No. 860/44-84 8-3-45

58226 A3 7.3.45

58226 A-14 8.3.45

Finance (E.I).

(Fin. last noted on p.140 above.)

With reference to Secretary's remarks on p.140 above please see the further remark of P.W.R(C) at 'M' on p.140 above.

For orders.

Exp.A Thro' ~~D.G.~~ 8.3.45 4.3.45.

8.3.45 Need not be pressed. 8.3.45 E.P.H

Edn. & P.H. Dept.

May be passed on to the P.W.R.(C) Dept. 9.3.45 p.W.R.(C)

09646 Finance 4816 8.3.45

58226 A3 9.3.45

ASST. SECRETARY TO GOVERNMENT 8 MAR 1945 EDUCATION AND PUBLIC HEALTH DEPT.

9.3.45

May be perused and returned to Edn.

9/3/45. E.P.H.

Edn. & P.H. Dept.

9 - MAR 1945 757 POST-WAR RECONSTRUCTION (CO-ORDINATION) DEPT.

P.W.R(C) No. 860/44-85 9-3-45

The papers may be 122 Edn. dated 17.1.46 Records

Cadre MS

ASST. SECRETARY TO GOVERNMENT 16 MAR 1945 EDUCATION AND PUBLIC HEALTH DEPT.

16.1.46

Education

Post-war ed.. developments -

Sir. Sulaiman Committee -

~~Debates~~ -

Proceedings & recommendations -

Five year plan -

Education of women etc - Papers required

087 16/1/46

Edn., & P.H.(B2) Deptt.

C.No.9557.B2/46. From the Govt. of India, letter No.F.26-1/46.E.II, dated 30th Jany. 1946.

(253)

EDUCATIONAL DEVELOPMENT IN INDIA.

--

The Government of India suggest that in any scheme of post-war development it should be borne in mind that till equal educational opportunities become available for all, steps should be taken to secure the provision of adequate facilities for Muslims and other minority communities and to accelerate the progress of the scheduled castes and backward communities. This principle has been accepted by this Government and is being implemented for a long time/past. The Education Sub-Committee of Post-war Reconstruction committee recommended that the special measures and special concessions which were now in vogue in respect of Muslims, scheduled castes, aboriginal and hill tribes should be continued and increased. In all schemes of expansion the recommendation of the sub-committee will be borne in mind. Please see also for this connection para 4 of Secy's note at P 20 N.F. and the D.O. Supplement of (A)

2. The Govt. of India desire that the Education Department of that Govt. should examine all schemes submitted by Provincial Govts with a view to see that both in the selection of areas for development and in the provision of facilities for education, the requirements of Muslims and other minorities have been properly met. The five year plan formulated by this Govt. does not contain any special schemes for Muslims and other minority communities alone. In all the schemes, Muslims and minority communities will have their due share. ~~In the circumstances, it does not appear how the wish of the Govt. of India can be met~~ The plans of development has been sent to India and their criticisms are awaited.

3. The Govt. of India have stressed the need for giving special attention to the education of girls and women, to physical welfare and to the provision of training facilities for soldiers. The Madras Government have been doing their utmost ~~to~~ in the cause of women's education by providing ~~special~~ separate schools for them. In

the schemes of compulsory elementary education introduced in selected areas in each district, the ~~claims~~ needs of girls have been taken into account. Special institutions for educating women are provided as and when the need for the establishment of such institutions is brought to notice. As regards physical training, the five year plan contains a separate scheme for providing physical training instructions in all schools and colleges during the post-war period. The question of providing facilities for training soldiers as physical training instructors is under consideration. Training sections have been opened in some schools for the training of demobilized soldiers as elementary grade teachers. One of the post-war plans is the introduction of a scheme of medical inspection of school children. The proposals received from the Director for implementing the scheme are under consideration.

4. The Govt. of India urge on all Provincial Govts. the importance of revising the salaries of teachers in schools and colleges on the lines recommended by the Central Advisory Board. This Government have considered the question of revising the salaries of teachers and have included the scheme in the five year plan. The D.P.I. has submitted proposals for revision of salaries and these are under consideration separately. Standard scales of pay for teachers in schools under all managements have been tentatively approved and the orders to that effect issued to all concerned.

5. The Govt. of India suggest that Provincial Govts. should prefer quality to quantity in all stages of educational development. To secure this objective they desire that such funds as may be become available for post-war development should be utilised to concentrate on a high standard in a more limited field than to spreading it thinly over the whole sphere of education. This principle has been accepted by this Govt. in the limited scheme of compulsory elementary education, introduced this year, only selected villages in each district having been chosen for the scheme. This Government have always been aiming at efficiency in the administration of schools. The apprehension of the Govt. of India may not be real so far as this Province is concerned. The Govt. of India emphasise the

259

the need for training future citizens of India, rather than to make them only literate by providing them with education for four or five years. The scheme of the Madras Government contemplates the introduction of compulsory elementary education up to the 5th Standard in the initial stage and to extend it up to 8th Standard thereafter.

L' w. f: 3 ef — We are awaiting
the Govt. instructions for training 4000 teachers
next year & the increase the Votes of Estimates.
Our proposals regarding for retaining Asst.
Teachers. Elementary training courses were sent
w. ⓒ 3/35-6 : & do not think that we
have heard anything further further.

Mf

Q. of G. have come to certain
decisions in the light of which they are
reviewing and the plans of Provincial Govts.
& they will be sending a further
communication in due course (Govt. of I. w. f:) ef).
I thought it would be useful if
meanwhile we reviewed our plan again
in the light of their decisions (Pr: 1-) Mf).

as may become available for distribution.

260

The note above has been prepared
accordingly. In view of the
pending Govt. decisions already due in
the course of ⓐ, & do not
think any action is necessary now: we
may await the further communication
which Govt. will be sending.

Mf
24/Jan/46

Ⓐ

23/1/46

The file may lie over till
1-7-46
2 8 JAN 1946
2 8. 1. 46.

Mf
25/3/46

25/3/46

No communication has been
received from the Govt. of India. The file may
continue to lie over till 1. 8. 46.

Mf
6.7.46

Mf
6/7/46

The Govt. of India have not
moved further. The may lie over till 1.9.46. It is
presumed that they will not be reminded.

Put up again 1-9-46.

Mf
6.8.46

Mf
9/8/46

Submitted. May wait till 1-9-46

Mf
2.9.46

Mf
2/9/46 & 3.9.46

Submitted.
Perhaps the file may continue
to lie over until 1-12-46

Mf
2.10.46.

Mf
3/10/46 S

b/

Copies of the letters of Govt. of India and this Govt's rdply have been added to file - pp. 15-16 c.f. It will be seen that the Govt. of India have approved schemes relating to compulsory elementary education and midday meals. /A p16 cf

A letter since received from the Govt. of India has been added to the file. p 17 cf

Paragraph 2 of the letter.

Reduction of total expenditure on Post-War Schemes is under consideration separately. The file has just been received from Finance ~~(6150/G1)~~ and will be submitted soon.

Paragraph 3 of the letter- College of Engg., Vizagapatam.

A separate file will be started on this subject and submitted.

Paragraph 4 of the letter.

Orders have already been issued in G.O.No. 1167Edn. (W) dated 12.6.1946 regarding training of ex-service personnel.

The question of type designs for school buildings is under consideration separately. The file is in circulation.

It is for orders whether this file may be closed now.

O&M
21/11/46 S

Put up this along with the connected papers.

'A' above!

21/11/46.

E&PH.MS.9557/B2/46-2
13.12.46

ASSISTANT SECRETARY TO GOVERNMENT
969
14 DEC 1946
PUBLIC DEPARTMENT (PLANNING AND DEVELOPMENT)

6830 pm

ASST. SECRETARY TO GOVERNMENT
17 DEC 1946
FINANCE DEPARTMENT

14/12/46

Public (P&D III) Dept
No 969/46-1
16/12/46

E&P.H.MS. 9557/B2/46-3
17-12-46.

19(26) I

The Post-War Development Department sent the Madras Government's Post War Plan to the Govt. of India early in March 1945. It was the intention that the scheme should be put into execution in the quinquennium beginning with 1947-48. In advance of the general plan, the then Govt. sanctioned a limited scheme of compulsory elementary education and supply of mid-day meals for introduction in 1945-46 itself. The Finance Department addressed the Govt. of India for a grant in respect of the expenditure incurred on the schemes. In that connection, the Govt. of India have accorded approval of the scheme relating to compulsory elementary education and supply of mid-day meals. It is understood from Public (Development Board) that no general sanction has been accorded by the Govt. of India to the Post-war plans and that sanction is being accorded only to individual schemes as and when they are implemented and the Govt. of India addressed for their contribution. Public (Development Board) may see.

O&M
13/12/46 S

13/12/46

Pub. (Dev. Bd.)
Pub P+D III Sec

The G.I. letter at page 17 cf and the E&PH note at pp 16-17 ante may be perused and the file returned to E&PH. They may be asked to let us also see the G.I. letter

ASST. SECRETARY TO GOVERNMENT
17549
14 DEC 1946
PUBLIC DEPARTMENT

S/K
14/12/46

E&PH
B2.

The file may be sent to Finance

O&M
16/12/46

Finance

Fin (Pw R)

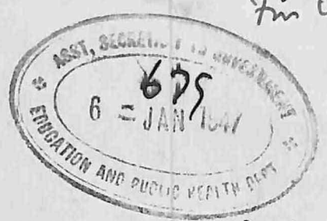
The Govt of India's letter on p 17 c/f and the note from page 6 above may be perused and the case returned to E.P.H.

23.12.46.

Addl Secy. 27/12

E+PH.

Fin no. 68630 Pw
4.1.47



Govt. of India, Edn. dept.

For orders whether the letters may be filed with Govt. No 122 dt. 17.1.46.

9/1/47

9.1.47

Govt. of India (Edn. Dept.)
No. 7-69/46-1
dt. 17-1-1946

Fin (PW R)