close
M 28/12/47

Scott D-27—88,004—4-11-46.

E.P.H (1947) Department.

Hs SERIES. (1)

G.O. NO. 27 (b) Edn

Dated 23-12-47

[Despatch Abstract.]

Legislative Assembly Question - Colleges in districts - Papers recorded.

9/10/46

SECRETARIAT OF THE MADRAS LEGISLATURE.
(ASSEMBLY SECTION)

STARRED. 20-8-1946

SHRI.A.VEDARATNAM PILLAI. M.L.A

(EDUCATION)PUBLIC HEALTH DEPARTMENT

*Q.NO.619. Will the Hon'ble the Minister for Education be pleased to state:-

(a) whether there are Colleges in all the districts of this Province; and

(b) if not, in how many districts there are Colleges?

2A

(2)

Draft answer.

(a) and (b).

There are Colleges in all the districts except Cuddapah, Kurnool, Nilgiris, Ramnad and the Agencies.

psuibra

ES 29-9-46 B 30.9.46

Edn U.O. 5039 A/46-1 Edn 12-10-46

1/10/46

To
The Secty to Madras Legn.
Copy to Pub (Educ) Dept
2 Spare copies

N.V.22/8

Government of Madras.
Education and Public Health Department.

3H (3) 3

Memorandum No. 51038 A/46-1, Education, dated 6th September 1946.

Madras Legislative Assembly Questions - Information regarding colleges.

Copies of M.L.A. Question Nos. 617, 619, 618, 639 and 643 are forwarded to the Director of Public Instruction. He is requested to furnish very urgently the particulars required for answering the question.

P.S. Viswanatha Ayyar,
Secretary to Government.

To the Director of Public Instruction (with encs. in orgn to be returned with reply.

/TRUE COPY/

From the Director of Public Instruction, R.C.No.6712-F3/46, d. 18.9.46.

...

Government Memorandum No. 51038-A/46-1 Edn. dd. 6.9.46. forwarding Assembly Questions Nos. 617, 619, 618, 639 and 643 regarding information about colleges.

---

(4) 4A

With reference to the above Govt. Memorandum I have the honour to furnish hereunder the information required by the Honourable Members.

Questions.	Answers.
Q.617(a). How many colleges are there in this Province.	There are 49 Arts and 24 Professional colleges.
617(b) How many of them are under Govt. management?	There are 11 Arts and 14 Professional colleges.
(c) How many colleges are under Private management.?	There are 35 Arts and 10 Professional colleges under private management, besides 3 Municipal Colleges
(d) how many of them are conducted by Christian Missionaries.	14 Arts and 5 Professional colleges are under Christian Missionary Management.
Q. 619. (a) whether there are colleges in all the Districts of the Province. (b) if not, in how many districts there are colleges.	With the exception of Cuddapah, Kurnool, Nilgiris and Ramnad and Agencies, all other Districts have colleges.
Q.618. (a) How many Colleges are there for women in this Province.	There are 7 Arts and 5 Professional colleges for women.
(b) how many of these are under Govt. and how many under private management.	There are 2 Arts and one Profewsional college under Govt.; and 4 Arts and 4 Professional colleges under private management, besides one Arts college under Municipal Management.
(c) whether there are any proposals to open new colleges next year.	There is a proposal to open a college for women with the endowment created by Dr. V.I.Ethiraj.
Q.643.(a) How many L.T. Colleges are there in the Province.	There are 7 L.T. Training colleges in this Province.
(b) How many of them are for men and how many for women?	Three are for men and four for women.

2. Information regarding Q. 643(c) regarding the number admitted in Training Colleges during this year and Q. 639 regarding Presidency College have been called for and will be submitted shortly.

EDPH(A)

T.M

5A 6

(5)

From The Asst Secy to Govt
E & PH. Dept

To The Manager,
Office of the Regr, Madras University

Pl. send 2 spare copies of the Hon'ble the Premier's Convocation address before this evening; if possible by a special messenger.

Dept 2/10/46

2/10/46

T.M

From The A.S. E & PH.
To The Manager,
Office of the Regr,
Madras University.

Pl say when the copies of the Hon'ble the Premier's Convocation address called for in my T.M. dt 2-10-46 may be expected urgently as they are required in connection with a Leg. Assembly Question.

2.10.46

2/10/46

A 6A

Legislative Assembly Question No.619 - Starred.

SHRI. A. VEDARATNAM PILLAI, M.L.A.

361

Will the Hon'ble the Minister for Education be pleased to state:

(a) whether there are Colleges in all the districts of this Province; and

(b) if not, in how many districts there are Colleges?

Education & Public Health Department.

ANSWER.

(a) and (b):- There are Colleges in all the districts except Cuddapah, Kurnool, the Nilgiris, and Ramnad.

Secretary to Government.

To

The Secretary, Madras Legislature (Assembly Section).
The Public (Elections) Department.
2.

The above answer has been approved by The Hon'ble Mr. T.S. Avinashilingam Chettiar.

Edn.& P.H.U.O.No.51039-A/46-1 Edn. dated 12th October 1946.

PL/14.X.

Madras Legis. I-3—1,206—23-12-38.

SECRETARIAT OF THE MADRAS LEGISLATURE,
Fort St. George
~~Chepauk~~, dated the 3rd Sept. 1946.

ASST. SECRETARY TO GOVERNMENT
5 - SEP 1946
EDUCATION AND PUBLIC HEALTH DEPT

51039

QUESTION No. 619 for the next meeting of the Legislative Assembly ~~to be held on the~~ 193- .

Two copies of this question are forwarded to the E and P.H. Department.

The question has been admitted.

3/9/46

To

The E and P.H. Department.

U.O. 3898/46-1M

9/9/46. Dpt. Comments. please see particulars furnished by the E&PH(A)

A draft answer is submitted.

Mr Ahmed Ibrahim is seeking election to Legislative Assembly from Vellore constituency. For orders as to circulation.

Proposal to start a college in the Nilgiris at is separately under consideration

ES 29-9-46 30.9.46

under which Assy?

BBM 1/10/46

Supplementary may possibly arise in his question. Several Hon'ble Members have asked questions regarding the starting of new colleges. I believe the previous Ministry, i.e. before we came into power, received a number of applications from different parts of the Presidency for the starting of colleges even in backward areas or backward communities and however, this was not given effect to. Under these circumstances I suggest that we may not agree to the proposal at this stage.

(7)

Extract of the Proceedings of the Leg. Assembly on 19-3-47.

Districts where there are colleges.

361 *Q.*—SRI A. VEDARATNAM PILLAI: Will the Hon. the Minister for Education be pleased to state—

(*a*) whether there are colleges in all the districts of this Province; and

(*b*) if not, in how many districts there are colleges?

THE HON. SRI K. BHASHYAM:—"(*a*) & (*b*) There are colleges in all the districts except Cuddapah, Kurnool, the Nilgiris and Ramnad."

SRI M. BAPINEEDU:—"May I know, Sir, whether the Hon. Minister is aware of the application of the Municipal College, Ellore, West Godavari district, for grants to the college?"

THE HON. SRI K. BHASHYAM:—"I have not got the information here now."

P.T.O.

A copy of the questionnaire is placed below. Please see questions sidelined on p 4 of the questionnaire. The policy in regard to encouragement of Arts and Science colleges has not been ~~revised~~ revised. The question has been raised in connection with the payment of subsidy to the Ellore Municipal College. The D.P.I. has expressed the view that the policy should be revised. The file is in circulation.

BJM
10/10/46 S

W
11/10/46

TCA (N) (Edn.)
12-10-46

Issued as G.P.H.u.o. 5103-A Jub-I dt. 12-10-46.

P.T.O.

19th March 1947]

MOHAMED ABDUL SALAM SAHIB BAHADUR:—"May I know from the Hon. Minister whether there is any change of policy in the matter of Arts colleges since Mr. Avanashilingam Chettiar resigned?"

THE HON. SRI K. BHASHYAM:—"As I said already, in 1945 a Government Order was issued to the effect that more emphasis must be laid upon colleges for women and also for promoting technical education by opening technological schools and promoting elementary and secondary education."

BEGUM SULTAN MIR AMIRUDDIN:—"May I know what the reason is for the reduction of the allotment for collegiate education in this year's budget?"

THE HON. SRI K. BHASHYAM:—"This is too big a question to be answered during question hour and if the question is raised in the debate on Education, it will be replied to then."

KUMARARAJA SIR MUTHIAH CHETTIYAR OF CHETTINAD:—"Excluding the Christian College at Tambaram, are there any colleges in Chingleput district?"

THE HON. SRI K. BHASHYAM:—"I cannot reply off-hand."

MOHAMED ABDUL SALAM SAHIB BAHADUR:—"May I know whether the Government are aware that the ex-Minister for Education was pleased to state that collegiate education was a luxury and whether the present Minister is also of the same opinion?"

THE HON. SRI K. BHASHYAM:—"No personal opinion matters. It is the Government's opinion that matters."

MOHAMED RAFEEUDIN AHMAD ANSARI SAHIB BAHADUR:—"May I know whether in the Pachaiyappa's College, admission is restricted to members of only one community and, if it is a fact, would the Government consider the discontinuance of the grant made to it?"

THE HON. SRI K. BHASHYAM:—"I suggest a separate question being put."

MOHAMED ABDUL SALAM SAHIB BAHADUR:—"May I know whether the opinion that collegiate education is a luxury is the personal opinion of the Minister or the opinion of the present Government also?"

THE HON. SRI K. BHASHYAM:—"I think, Sir, in 1945, there was a Government Order in regard to this matter which emphasized the importance of colleges for women, technical colleges and also elementary and secondary education."

SRI N. VENKATASUBBAYYA:—"May I know whether Government would consider the desirability of affording special facilities for admission into colleges of students coming from [illegible]s where there are no colleges?"

THE HON. SRI K. BHASHYAM:—"I think some quota is allotted to pupils from the Ceded districts in respect of admission in various colleges."

SINNA KAZIYAR HAJI MOULVI S. A. F. IBRAHIM SAHIB BAHADUR:—"Is it not a fact, Sir, that Muslim students are not admitted into the Pachaiyappa's College?"

THE HON. SRI K. BHASHYAM:—"I have already answered that question."

BEGUM SULTAN MIR AMIRUDDIN:—"May I ask whether the Government intend raising the Government College, Mangalore, and the Brennen College, Tellicherry, into first-grade institutions?"

THE HON. SRI K. BHASHYAM:—"This is a matter that is coming in the budget discussion and I will answer the question then."

MOHAMED ABDUL SALAM SAHIB BAHADUR:—"May I know the number of colleges that are being managed by zamindars in this Presidency and if, in view of the abolition of the zamindari system, the Government will take the responsibility of maintaining those institutions?"

THE HON. SRI K. BHASHYAM:—"This is a distinct matter altogether and I suggest a separate question being put about it."

SRI V. I. MUNISWAMI PILLAI:—"In view of the fact that the Nilgiris is a backward district comprising hill tribes who find great difficulty to come to the plains for University education, will the Government consider the necessity of having an Arts college for that district?"

THE HON. SRI K. BHASHYAM:—"The question will be considered."

SRI A. VEDARATNAM PILLAI:—"Is there any proposal to improve the Findlay College at Mannargudi?"

THE HON. SRI K. BHASHYAM:—"I desire to have an investigation into that matter before answering that question."

M. MUHAMMAD ISMAIL SAHIB BAHADUR:—"Are the Government expediting steps to give at least three more colleges to the Muslims, one in the West Coast, another in the Tamil districts, particularly in the southern districts, and the third in the Andhra districts?"

THE HON. SRI K. BHASHYAM:—"This is a question concerning facilities for Muslim education and is a matter which may form the subject-matter for discussion in the budget discussion; I have got my answers ready for that purpose and will give them then."

ABDUL HAMEED KHAN SAHIB BAHADUR:—"May I ask the Hon. Minister for Education whether it is the question of finance that prevents Government from expanding college education?"

THE HON. SRI K. BHASHYAM:—"That is a very important factor, no doubt; but there are other considerations as well."

BEGUM SULTAN MIR AMIRUDDIN:—"May I know whether Muslims are being admitted in the Vivekananda College?"

THE HON. SRI K. BHASHYAM:—"So far as my personal opinion goes, there is no prohibition."

N. MUHAMMAD ANWAR SAHIB BAHADUR:—"May I know, Sir, whether the Vivekananda College is intended exclusively for the members of the Brahman community?"

THE HON. SRI K. BHASHYAM:—"I think the impression is quite wrong."

SRI S. NAGAPPA:—"In view of the fact that Harijan students seeking admission in colleges are turned out on some pretext or other, will the Government consider the desirability of issuing instructions to the Principals of all colleges and headmasters of high schools that Harjians should be admitted?"

THE HON. SRI K. BHASHYAM:—"So far as the Government are aware, no Harijan student is turned away if he is qualified for getting admission; on the other hand, favour and concession are being shown to Harijans in gaining admission to colleges."

SRI S. NAGAPPA:—"Are the Government aware that two students from Nandyal in my own district were turned away saying that they wanted this group and that and so there was no room and under some pretext or other they were refused admission."

THE HON. SRI K. BHASHYAM:—"If the hon. Member will bring the matter to my notice, I will look into it."

P.T.O.

Please see the proceedings of the Leg. Assembly on 19-3-47 extracted on ps-baute. No further action is called for. Re papers may be Recorded.

19-12-47

22/12/47

23/12/47

G.O. 2146 Edn

23-12-47

8

Abstract

Leg. Assembly Answers in District Colleges - Papers recorded

EDUCATION
3 SEP 1946

(10)

MADRAS UNIVERSITY

CONVOCATION ADDRESS

BY

THE HON'BLE SRI T. PRAKASAM
BARRISTER-AT-LAW
PRIME-MINISTER, GOVT. OF MADRAS

8th AUG. 1946

(11)

134 (12)

Your Excellency, Graduates of the year,

Ladies and Gentlemen,

IT WAS not without a certain hesitation that I accepted the invitation of His Excellency, the Chancellor, to address this gathering of new graduates and of the alumni of the University of Madras. I am grateful to the Chancellor for the opportunity so given me of meeting ardent young men and women on the occasion of their receiving the degrees of the University, and on their proudly emerging from College and University into the larger University of life. I wish all of you who have so emerged a bright and useful future. Some of you have done better than others so far. Some of you will do better than others hereafter. I congratulate all, but all of you need to keep this fact in mind : Education has not ended for you. It has just begun.

Universities, to fulfil their ordained function, ought to be a miniature of life. Education must direct itself to the dual object of making the individual fit for society, and of making society a safe pattern for the individual. Education that forgets the society in which the educated must live is not worth the anxious days and nights devoted to it. The word, "Society", is derived from a Latin word that means an ally. Society is a group of individuals *allied* for a common end. The common end governs all, and that end is the harmonious development of society as a whole. Education is the process by which the individual sheds, and is made to shed, his selfishness, in order to live for the common end. And selfishness is far removed from self-fulfilment. There could be doubt, uncertainity and difference of opinion about

methods of education. But about the object of education there could be no diversity of views.

It was not always and not everywhere that this high object was kept in mind. The nations of the world were not ruled by common men, or even for the common weal of common men, and so the social motive was not given effect to in educational institutions. Feudalism and capitalism, with their gross exploitation of the weak, and based on private property, were, and are, inconsistent with the highest ideals of education. You cannot organise world society on the basis of inequality and exploitation, and at the same time hope to educate the young of all nations to love the world as one. Two world wars have taught us that. The imperfections of the political State, with its distorted social and economic structure, reflected themselves in the educational field as well ; and education, instead of being available to all ranks of people, and exalting all men as men, was the exclusive privilege of a few, and frequently degraded even the few. It was not till towards the end of the last century that, all the world over, the common man was remembered, compulsory primary education introduced, and the social object of education to some extent recognised.

We in this country have had even a more chequered history of education. In ancient times we had our seats of learning, where knowledge was pursued with a single-minded devotion, and the sciences studied and built in a manner no different from the ways employed in the best Universities of to-day. The science of to-day is not a gift to us from the West. It is knowledge to the shaping of which our ancients contributed their full and mighty share ; and knowledge belongs to man, and not to east or west.

14 A (13)

Nalanda and Taxila and several other of our ancient Universities perfected the science of education, but education to our ancients was not a trick of the memory or a fashion of the intellect. It was a high ritual on the path to realise God. The religious aspect was, however, not destructive of the social or educational aspect. It would be true to say that the Vedas themselves were not confined to the mere teaching of religion. The Vedas embraced all knowledge, and in the pursuit of truth and godliness, which was the object of the Vedas, the truths of science had their legitimate place.

Coming to modern times in India, the great diversity, in the field of education, between object and achievement becomes very apparent. Lord Macaulay gave us the English language as the medium of instruction, and substituted for the social object the object of serving the East India Company. Education became the process of manufacturing servants of the Company. We reap the fruits to-day, and find that education, instead of making our young men and women fit for the heritage and the environment that belong to them, and to which they belong, turns them away from all that is theirs, and leaves them neither happy in themselves nor willing to serve the people and make them happy. The educated think themselves a class apart from the uneducated ; and in a country like ours, which is based so largely on an agricultural economy, this leads to the widening of the gulf between village and town, and between the agriculturist, who is the backbone of the country, and the educated parasite, who lives on the soil but gives nothing back to it.

To-day, we in India might feel proud that the Universities have produced our P. C. Rays, our Ramans and our Radhakrishnans—and all honour to them who have kept

the torch of learning bright—but till there is a full and final re-orientation of the object of education in this great land of ours, and till we break the barriers between the educated and the uneducated, between the village and the town, and between the agriculturist and the parasite, we have no reason to be proud of our system of education. Education must make us fitter to live in our own environment and to make it better, not to escape from it. It is not the fault of our educated young men and women that they do not think of the Indian village as the keystone of our economy. I venture to say that education in our country has proceeded, so far, on far too academic lines, and has been divorced from the needs of the land. The emphasis must be shifted from learning for the sake of learning to learning in order to meet the needs of the country. The Indian village must dominate all schemes of education, and the day must come when the educated shall go back to their villages, like dedicated men, and place their gifts freely at the altar of the countryside.

It is because of this divergence from the reality of our needs in the very basis of our schemes of education that all the evils arise within the framework of the educational system itself. To-day all our colleges are over-crowded, and young men and women who have finished their school course pass on to the University course with an inevitability which is not there. The University course is not, and ought not to be, a mere continuation of the High School course. Not everyone who passes out of a High School becomes fit for the University. The Universities are special seats of learning, and should be open only to the specially gifted. Technical courses, as in the polytechnics of Europe, should absorb the bulk of those who have completed the High School course. It is the

absence of these technical courses that is the greatest blot on our educational system. If there were correlation between educational courses and the needs of the community, ninety per cent from schools would seek the technical courses, and not rush into Universities. These technical courses, with specific objects in view, should be organised, maintaining the legitimate proportion between the agricultural and the industrial needs of our country.

It has been said that there are three kinds of waste in our University education.

The first kind of waste consists in the fact that much of the expenditure incurred on University education, whether it is incurred by the Government or by private bodies or by students paying fees, is incurred uselessly. It is a waste in the sense that it does not bring any adequate return. It is a waste because only 30 per cent of the University men find employment of a type which may be in keeping with their attainments or commensurate with the time and money which have been spent on their education; about 20 per cent of them go without any employment at all; and 50 per cent are found in jobs for which High School education would be perfectly sufficient.

Secondly, there is another kind of waste in that a very large number of those who enter the University do not succeed in passing their examinations. It is said that, among the Universities in the world, there are no other, where such large numbers of students fail at examinations as they do in Indian Universities.

Thirdly, there is waste alleged, because even those who pass their examinations are supposed not to come up to the high standard elsewhere obtaining, barring certain

exceptions. But this is a matter of opinion, and it need not be feared that men from our Universities are of a lower calibre, compared to men from Universities in the rest of the world.

Waste of the first kind is attributable to the fact that the Universities neglect the practical needs of the community as a whole. To remedy this waste, Universities should train only that number of graduates, Pass, Honours, Post-Graduate and Professional, as can be easily absorbed in the several walks of life for which they are trained. The first thing to be done is to get a correct estimate of the number of persons required for public sevices for which the minimum qualification is a University degree. Secondly, there should be a similar estimate of the needs of private enterprise in agriculture, industry, transport, and other branches of business and trade. An estimate should be made of the extent to which Government are likely to expand in the course of the next 10 or 20 years in the Agricultural, Veterinary, Medical, Health, Engineering, Fisheries, Forests, and Mining Departments, and a similar estimate should also be made of the prospects of industrial expansion in the Province. When such estimates are made it is easy to calculate the number of University men of different branches that are required in the Province. Admissions into Universities and Colleges should be regulated accordingly. To-day there is such a rush for admission into Colleges. Admissions are being made without any such data or plan. It is because of this that we find so much waste.

The second type of waste arising out of a large number of failures can be prevented by restricting the admission to University courses only to such persons as are fitted to

15A (15)

receive University education in Colleges, by improving standards of instruction and discipline in colleges, and by bringing about greater personal contact between the teachers and the students. Restricting admissions may not be quite so easy, but it has to be attempted. There will be a clamour against such a course. The reason for this would be that there are no alternative educational courses open to students who are not found fit for University education. It is the absence of such courses that drives students to the Universities. A reform of secondary Education should be undertaken; and technical, vocational, courses at the High School level, and diploma courses in technical subjects above the High School level, should be opened. When we talk of replanning University Education, it must be understood that it cannot be done piece-meal, and must form an integral part of the re-planning of education as a whole.

Talking of education and the needs of the community, I wish to tell you of a student of a northern University, who also served for a few years as a lecturer in his University, and later started an industry of his own in the fields of his village, in the Godavari delta, aided by a friend. The business relates to the preparation of Potasium Permanganate and Soda Ash from dried tobacco and dried plantain stems and possibly other raw material. The industry was started in three small thatched sheds in a field. When I went there I found one shed full of dried tobacco stems. Out of this and other raw material, which people usually throw away or burn to ashes, the two salts were being prepared. The whole process was explained and the salts were shown to me. I felt then that in those thatched sheds throbbed the heart of a greater University than even his Alma Mater's. Such achievements could

be reproduced by some of you according to the varying natural gifts you possess, and according to the branch of knowledge you belonged to at the University. To such of you as could reproduce this achievement, the great ideal is always Sir P. C. Ray, the founder of the Bengal Chemical and Pharmaceutical Works, than whom a more far-sighted patriot never lived in our land. You should go out with full confidence in yourselves, determined to apply the knowledge gained by you for practical purposes.

Our great poet, Rabindranath Tagore, described the interdependence of education and life in no uncertain terms when he wrote in his CREATIVE UNITY :

> "The highest mission of education is to help us to realise the inner principle of Unity of all knowledge and all the activities of ones social and spiritual being. Society in the early stage was held together by its economic co-operation. The idea of such economic co-operation should be made the basis of your University. It must not only instruct but live ; not only think but produce. Our ancient *tapovanams* or forest schools, which were natural Universities, were not shut off from the daily life of the people. Masters and students gathered fruit and fuel, took their cattle out to graze, supporting themselves by the work of their own hand. Spiritual education was a part of spiritual life itself which comprehended all life. Our centre of culture should not only be the centre of the intellectual life of India, but the centre of her economic life also.
>
> It must co-operate with the village round it, cultivate land, breed cattle, spin clothes, press oil from the oil seeds ; it must produce all the necessaries, devising the best means, using the best matierials, and calling science to its aid. Its very existence should depend upon the success of its industrial activities, carried out on the co-operative principles which will unite the teachers and students and villagers of the neighbourhood in a living and active bond of necessity. This will give us also a practical industrial training whose motive force is not the greed of profit. In other words, this institution should be a perpetual creation by the enthusiasm of the soul ; a world in itself, self-sustaining, independent, with ever-renewing life, radiating life across space and time, attracting and maintaining around it a planatary system of dependent bodies. Its aim should lie in imparting life-breath to the complete man, who is intellectuals a well as economic, bound by special bonds, but aspiring towards spiritual freedom and final perfection".

16A (16)

There are many distressing problems that confront us today in the field of education, as they do in every other field, but the thing to do is to face the problems and hold our heads high. Of all the evils that harm us, the most distressing is the evil of communalism, and communalism is showing its head even in sanctuaries of learning. It is true that no man has a greater right than another to be educated. But higher University education and higher technical education must be regarded as the privilege of only those who have proved themselves specially fit. Merit, irrespective of community, should decide the privilege. Communalism must go, but only by an initial process of levelling up ; and the levelling up, in the sphere of higher and technical education at any rate, ought not to be at the price of merit. To punish the meritorious for communal reasons is to keep communalism

alive and let talent die. But when education ceases to be a mere pass-port for a job, the evil of communalism in the field of education will also cease to be.

Our country is on the threshold of a great beginning. We need all the talent and all the spirit of service in the land to build our future. Stalwarts among patriots, like Pandit Jawaharlal Nehru, are leading the country into that classless society that is based on equality and social service and not on the profit motive. Ignorance, poverty and ill-health must be liquidated. Let no one among you fail the leaders of the land. Your country has a claim on you before you have a claim on your country, because the country as a whole is in a more deplorable state than you as individuals are in. This is a moment in our history when we should rise above our little selves, and help to create the India of our dreams, where there is no exploitation of class by class, of group by group, of caste by caste, of man by man.

Graduates of year, you are the future citizens of the India of our dreams. Do not fail the dream ! May God bless you !

सह नाववतु ।
सह नौ भुनक्तु ।
सह वीर्यं करवावहै ।
तेजस्विनावधीतमस्तु ।
मा विद्विषावहै ।
ओं शांतिः शांतिः शांतिः ॥

"May the Brahman protect us ; May he sustain us ;
May we acquire the capacity for learning ; Effective
may our study prove ; Let us not hate each other ;
(Om, Shanti ! Shanti ! Shanti !)

17A
(17)

THE B. N. K. PRESS
37, ACHARAPPAN ST.
Q. H. NO. MS. 100/8

(18) 184

2,002—19-9-46.

QUESTIONNAIRE FOR EDUCATIONAL REORGANIZATION.

BASIC (ELEMENTARY) EDUCATION.

A. Syllabus.

(1) Is the curriculum prescribed for Standards I to V too heavy for an average child who does not read beyond Standard V?

(2) If so, in what ways can it be curtailed?

(3) Considering that English has been eliminated from the curriculum of Junior Basic schools, can the rest of the curriculum be gone through in four years instead of five years?

(4) In view of the necessity for the eradication of illiteracy and the achievement of mass literacy as soon as possible, would you restrict the curriculum of the Junior Basic schools to the three R's taught in the regional language?

With a view to bringing the instruction in existing elementary schools in a line with basic education, what improvements in the present curriculum do you suggest?

(5) Should instruction be centred round one craft or more than one?

(6) Are you in favour of only one type of curriculum for all children of the primary grade or different types of schools with different curricula? Senior Basic Education will then begin with Standard 4 or 5 or 6.

(7) Should there be separate Nursery or Infant Schools or would you include the infant class as class I of the lower elementary or Junior Basic?

B. Management.

(1) Is local body management of elementary education satisfactory?

(2) What are your suggestions for making the management of schools under local bodies more efficient?

(3) Can you suggest any other agency which can manage better than the local bodies?

(4) Do you advise the appointment of District Board educational officers for all district boards and educational officers for all municipalities? If so, what powers should be assigned to them?

(5) In view of the proposed revision of the Panchayat Act to give a new orientation to panchayats, would you recommend control of elementary schools by panchayats?

(6) Would you retain the privately managed aided schools?

(7) Would you recommend the abolition of the teacher-manager system?

(8) Are you in favour of demanding the provision of an endowment by every private management?

(9) What is your view regarding the representation to be given to teachers, and local citizens or villagers on the managing body of every school?

C. Methods of instruction.

(1) In what ways are the present methods defective?

(2) Are the defects due to the low general educational qualifications of the teachers or are the defects inherent in the system of training? Specify the defects with suggestions for improvement.

(3) Give your experience, if any, of craft-centred educational experiments.

D. Improving the status and service conditions of teachers.

(1) Should there be any difference in the scales of pay of teachers of the same grade working under different managements?

(2) Is the difference between scales of pay in schools under local bodies and scales of grants-in-aided schools justifiable?

(3) Do you recommend that children of all teachers whether in elementary schools or in secondary schools should be educated fully free?

(4) Do you consider that teachers in aided schools should be eligible for leave on the same scale as teachers in schools under local bodies?

(5) What defects do you find in regard to teachers' Provident Fund and what suggestions do you make for improvement in this matter?

(6) What suggestions would you make for improving the security of teachers under aided managements?

(7) Do you consider that elementary school teachers should be given representation on local bodies? If so, how would you like it to be given?

(8) Do you consider that elementary school teachers should be given representation on the E.S.L.C. Examination Board, Text-Book Committees, etc.?

(9) Do you think that co-operative societies can be formed for the benefit of teachers and pupils in elementary schools?

(10) What steps do you suggest for the organization of an old-age provision fund for the benefit of teachers in elementary schools?

(11) Would you recommend that teachers of aided schools should be represented on the managements of their schools?

(12) Have you any other suggestions to make for the improvement of the status of the teachers?

E. Buildings.

(1) Are you satisfied with the type of buildings in which most of the schools are located?

(2) In what ways are they defective?

(3) What is the minimum area of land you would recommend for an urban and a rural school?

(4) What minimum amenities would you like to be provided in the school?

(5) Suggest a simple type of school building for an elementary school.

F. Supervision.

(1) Is the supervision by the present inspecting agency satisfactory? If not, in what ways is it defective?

(2) Is supervision by local officers of other departments feasible or desirable?

(3) Is supervision by representatives of the people practicable or desirable?

(4) What are your suggestions for better supervision of elementary schools?

(5) Do you advocate a system of supervision of elementary schools by headmasters of neighbouring higher elementary and secondary schools?

G. Eradication of illiteracy among children.

(1) Will the shortening of the course to four years as suggested in A (3) lead to relapse into illiteracy?

(2) Considering that most children in rural parts are required for labour as early as possible, will not an accelerated course of four years as suggested in A (3) result in larger numbers attaining literacy?

(3) Are you in favour of a special course of 3 years limited to the three R's in special schools for the eradication of illiteracy among children and are you in favour of all lower elementary schools teaching only the three R's? Will the shortening of the course to three years lead to relapse into illiteracy?

(4) Are you in favour of all S.S.L.Cs. giving one year of service towards eradication of illiteracy before joining a College course? Should this service be voluntary or compulsory? Do you think an average S.S.L.C. pupil is fit to undertake this work? Do you think that a break of one year in the pupil's career at that stage is desirable?

(5) Should a boy who has passed a degree examination give one year's service towards eradication of illiteracy before he is given the degree?

(6) Are you in favour of demanding one year of such national service from every applicant for Government employment in any department whatsoever?

(7) Is it desirable to include a short course in the elements of teaching in the syllabuses for the S.S.L.C. and in the degree examinations?

(8) Have you any other suggestions for the eradication of illiteracy among children?

Compulsion.

(1) What is your opinion about the adequacy of the present machinery for enforcing compulsion?

(2) Is it desirable to vest the power of enforcing compulsion in the Officers of the Educational Department, or to leave it in the hands of the Commissioners of Municipalities and Presidents of District Boards?

(3) What suggestions have you to make in the matter of selection of areas for introduction of compulsion?

(4) What is your opinion about the midday meal scheme working at present? Is it being carried out efficiently?

H. Training Schools.

(1) Should the higher grade training be retained or abolished?

(2) What in your opinion is the cause for the present shortage of trained teachers?

(3) What in your opinion is the cause for the present lack of response for secondary grade training in spite of increase in the rate of stipends from Rs. 12 to Rs. 18?

(4) What would you like to be done to attract the right type of men and women to the teaching profession?

(5) What minimum qualifications would you prescribe as necessary for the teachers of training schools?

(6) What changes would you suggest in the course and duration of training?

(7) In view of the introduction of basic education, how should the present training schools be reorganized?

I. Re-organization of the Inspectorate.

(1) What defects do you find in the present system of the Inspectorate in regard to elementary schools?

(2) Considering that most elementary schools, whether for boys or girls, are, in practice, mixed schools, is it a necessity (except in the case of Muslim girls' schools) that girls' schools should be inspected by women officers?

(3) If proper standards of efficiency are to be kept up, what is the maximum number of schools that may be inspected by a subordinate inspecting officer? At present the average number is 90.

(4) Are you in favour of a Sub-Assistant Inspectress being attached to each taluk, she being given the inspection of a certain number of boys' schools also in addition to the girls' schools in the taluk?

(5) In order to keep the subordinate inspecting agency more up-to-date in matters of education, i.e., in regard to methods of teaching, etc., would you recommend that subordinate inspecting officers should not be continued for large periods at a stretch as inspecting officers without being re-transferred as school assistants? What periods would you consider suitable?

(6) Would you recommend that any District Educational Officer or subordinate inspecting officer should be posted as such only after he or she has had at least three years' experience of actual teaching?

(7) Considering that the District Educational Officer's work in regard to elementary schools is mainly administrative and that in regard to secondary education mainly educative, would you recommend a separate type of administrative agency for the administration of elementary schools and a separate type of subject inspectors or inspectresses who will be specialists in each subject to guide the work in secondary and training schools?

(8) What suggestions would you make in respect of recruitment to the District Educational Officer's carde in order to bring in more efficient men?

(9) Have you any other suggestion for the improvement of the inspectorate?

J. Finance.

(1) What is your opinion about the present resources of local bodies in respect of elementary education?

(2) Have you any suggestions to make for enlarging these resources by other methods of taxation or in any other way?

SECONDARY EDUCATION.

1. *Objective.*

(i) What should be the aim of a full secondary school course?

(ii) Is the above reached generally by the present S.S.L.C. course? If it does not, what changes would you propose—

(*a*) in subjects;

(*b*) in duration; (should there be two stages as now?).

(*c*) would you recommend that in every secondary school at least one period per day, the last one in the morning or the first one in the afternoon, should be set apart for All-India Radio broadcasts so that each class in turn can listen to the various interesting subjects broadcast? This will of course involve standardisation of school hours.

(*d*) Do you consider the present S.S.L.C. courses too heavy, just sufficient or sufficiently light to find time to make provision for A.I.R. broadcasts?

(*e*) Do you think a lot of time is used in covering portions already taught in earlier stages? If so, can you suggest briefly how all the subject-matter of knowledge can be taught in less time?

(*f*) What is the maximum number of pupils in a class that you think a teacher can give individual attention to so as to understand them and teach them effectively?

(iii) Can you mention any course in existence anywhere which meets with your approval? If so, please send a copy of the course.

(iv) In view of the introduction of basic education, how will you re-organize the course of studies?

2. *Specialization.*

(*a*) Do you consider that specialization is desirable at this stage?

(*b*) If so, when should it commence?

(*c*) Should secondary education be specifically correlated to the local industries, cottage or large scale? If so, give a tentative list of industries you have in mind. Would you suggest—

(i) a general introduction to industries, or

(ii) specialized courses?

(*d*) In view of the general scheme of the proposed bifurcated courses, have you any remarks to offer as to—

(i) whether the scheme should be given effect to; and if so, in what form, IV or V, would you like to start the new courses?

(ii) What modifications would you suggest?

(*e*) What arrangements would you suggest to ensure that there should be possibility of easy changeover from vocational to academic or *vice versa* if a student changes his or her mind in the middle of the course?

3. *Medium.*

(*a*) Do you consider the *present* staff generally well-equipped for work of teaching through the regional language?

(*b*) If not, what suggestions have you to make to equip these teachers for this work?

(*c*) Is the present University teacher's training sufficient in this respect for the future teacher?

(*d*) If not, what general modifications would you suggest?

4. *Regional Language—*

(*a*) What should be the standard aimed at?

(*b*) Should formal grammar be insisted upon?

(*c*) What should be the qualifications of teachers in these—

(i) in the lower forms;

(ii) in the upper forms?

(*d*) How would you remedy the shortage of teachers in this, if any?

(*e*) What place would you allot to the present type of Pandits and Munshis in this scheme?

(*f*) (i) What special training should be given to them if they are to be entrusted with the charge of handling the first language?

(ii) What are the minimum general qualifications you would expect of them? Would you insist on their possessing a training qualification?

5. *Other subjects, their scope, etc.—*

A. English—

(*a*) Should English be taught in secondary schools?

(*b*) If so, what should be the aim?

Is Basic English sufficient or would you suggest colloquial English as spoken by English children and related to the simple objects of everyday experience?

(*c*) Should it be compulsory or optional?

(*d*) When should it be commenced?

B. Hindustani—

(*a*) Should this be taught in secondary schools when this is not the regional language?

(*b*) What should be the objective?

(*c*) Should it be optional or compulsory?

(*d*) During which years may it be taught?

(*e*) Should it be done in the Devanagiri, Urdu or Roman script?

(*f*) How many scripts do you think it possible for an average student to learn in his secondary school stage? Which should they be?

C. Elementary Mathematics—

Do you recommend that the syllabus for Elementary Mathematics should be lightened or limited to a part of the secondary school course?

D. Elementary Science and

E. Indian History and Geography.

Is the proficiency reached sufficient; or

Is it too high or is it too low?

F. Manual training—

Is the present scheme for manual training satisfactory? If not, what are your suggestions for improving it?

6. *Physical Education.*

(1) Are you satisfied with the physical education imparted in secondary schools?

(2) Do you think it necessary to keep all the records prescribed now? Have you any suggestions regarding them?

7. *Religious Education.*

(*a*) Do you like ethical, moral and religious education to be imparted in schools?

(*b*) If so, what are your suggestions as regards the methods of imparting it?

8. *Girls' Education.*

(*a*) Should it be the same as that of boys?

(i) In the lower forms,

(ii) in the upper forms.

(*b*) If not, what suggestions have you to make?

9. *Co-education.*

(*a*) Is it desirable—

(i) In the lower forms?

(ii) In the upper forms?

(*b*) Would you have any age-limits?

(*c*) How should the staff of a co-educational school be organized?

10. *Management.*

(*a*) Will it be advisable that every school, whether aided mission or aided non-mission, have a local committee of management?

(*b*) If so, how would you like the local committee to be constituted?

(*c*) What should be the place of the headmaster and the staff on the committees of both types of schools?

11. *Finance.*

(*a*) *Endowments.* What measures would you suggest to control the existing endowments and to invite fresh ones?

(*b*) (i) Is it possible to increase the financial resources of the schools?

(ii) What practical suggestions have you to offer in the matter?

(*c*) (i) Would you suggest the utilization of temple and other endowments and funds for the expansion of secular education?

(ii) If so, within what limits and under what conditions?

12. *Fees.*

(*a*) Should the standard rates of fees be raised?

(*b*) If so, to what maximum extent may this be done?

(*c*) Would you in case (*b*) is done, empower the managements to raise fees over and above the new levels?

(*d*) If so, would you specify by rules the object or objects for which the managements may do this?

13. *Staff and service conditions.*

(*a*) In mixed schools is it necessary or desirable to have lady teachers in all grades?

(*b*) (i) Should teachers recruited to permanent vacancies be confirmed at the end of a satisfactory probationary period of two years?

(ii) If so, should it be compulsory for a denominational school that no such teacher shall be given notice solely with a view to replacing him by a denominational teacher?

(*c*) Under what conditions should a management have the right to give notice to its permanent teachers or approved probationers?

(*d*) What changes have you to suggest in the present draft agreement between a staff member and the management?

(*e*) should formal appeals lie to the Education department:

(i) from aggrieved teachers,

(ii) from aggrieved managements?

If so, in respect of which matters?

14. *Salaries of teachers.*

(*a*) Would you accept for the purpose of fixing the salaries of teachers their division roughly into the following groups:

(i) Headmasters of complete high schools with a strength of 500 and above;

(ii) Headmasters of complete high schools with strength below 500;

(iii) (1) Headmasters of middle schools and incomplete high schools;

(2) Assistant headmasters of schools with over 1,000 students;

(iv) (*a*) L.T. Assistants and graduate physical directors without L.T. qualifications;

(*b*) Pandits and munshis with university degrees or S.S.L.C. eligible and trained as Pandits;

(v) Physical Directors with L.T. qualifications;

(vi) Secondary-grade teachers;

(vii) (1) Manual Training Instructors;

(2) Physical Training Instructors;

(3) Commercial Instructors;

(4) Other Pandits and Munshis.

(viii) (1) Drawing Masters;

(2) Needle work teachers;

(3) Music teachers.

(Teachers not shown here will be included in the appropriate group.)

(*b*) What changes, if any, would you make in the above classification?

(*c*) (i) Is it desirable to permit teachers to take up private tuition?

(ii) Suggest conditions, if any, under which permission should be granted.

15. *Discipline*:

(*a*) Do you think that there is need for improvement of discipline among students; If so, how would you like it to be done?

(*b*) Will you suggest any machinery for enlisting the co-operation of the pupils for furthering school discipline?

(*c*) Should the schools organize courts of honour of students to help the headmaster?

16. *Size of schools.*

(*a*) Is it desirable to restrict the size of each school?

(*b*) If so, what should be the ordinary maximum strength of each school?

(*c*) Where a maximum limit cannot be adhered to, what remedial measures would you suggest to secure control, co-ordination and discipline?

(*d*) To accommodate the large number of pupils seeking admission in schools, would you like the shift system to be introduced? If so, what special arrangements would you suggest?

17. *The School and the Community*:

(*a*) Can the school be now regarded as a community centre?

(*b*) Is it desirable or possible to make it one?

(*c*) If so, what suggestions have you for making it one?

18. *The school and the parent.*

(*a*) Is the present relationship all that is (i) possible, (ii) necessary?

(*b*) What measures would you suggest to bring into greater contact without encroaching on the authority of the headmaster or the powers and academic work of the staff generally?

19. *Inspetcorate.*

(*a*) What are your definite points of criticism about the present inspectorate? What changes, if any, should be made—

(i) in recruitment,

(ii) in work so far as it relates to control and inspection of secondary schools?

(*b*) Would you suggest men inspecting girls' institutions (excepting those of Muslim girls) and women inspecting boys' institutions? If so, up to what stages?

(*c*) Would you prefer to have separate subject inspectors for subjects taught in the secondary schools?

20. *Education of*

A. Scheduled classes.

B. Muslims.

C. Hill tribes in the plains and in Agency areas.

(*a*) If you can speak with special knowledge of the conditions of secondary education in respect of any of these, please state what further steps should be taken for the acceleration of the spread of secondary education among them by—

(i) making available more facilities for the admission of these in the existing schools;

(ii) opening schools specially intended for these but not exclusively for them;

(iii) providing special scholarships, boarding grants, book grants, etc.;

(iv) Other ways (please specify).

(*b*) (i) Whether the state help should be limited to grants under the Grant-in-aid Code; or

(ii) Whether Government should provide the entire funds; or

(iii) Whether Government should help in any other way provided the communities are prepared to meet a part of the recurring and non-recurring charges.

(*c*) Whether the special state help should be for an indefinite length of time; or for a definite period after which special help should be progressively withdrawn.

21. *Teachers' Provident Fund.*

(1) Are the measures taken by Government sufficient to make adequate provision for families of teachers?

(2) Can you suggest any measures by which we can invest the contributions of teachers in long-term deposits with a view to allowing a higher rate of interest on the deposits than at present done in Post Office Savings Banks? The Postal Department is unable to give more interest on the amounts.

22. *Examinations*—

(1) Examinations have been condemned as unreliable tests of ability and achievement. Do you agree with this view?

(2) If so, what alternative tests would you propose?

COLLEGIATE AND POST-GRADUATE STUDIES.

1. *Syllabus and courses of studies*—

(*a*) Are you satisfied with the syllabuses and courses of study in vogue in the Universities of the Madras Presidency?

If not, can you suggest the lines on which improvements can be effected?

(*b*) With a view to meeting the abnormal demand for seats in colleges, it has been suggested that the shift system should be introduced and that each shift may be worked for four hours, e.g., 8 a.m. to 12 noon and 1 to 5 p.m. and for six days in the week.

(i) Do you agree with this view?

(ii) Would it make any difference if a student were to attend three morning sessions and three afternoon sessions.

(iii) If you do not agree with this, what other method or methods can be adopted for admitting a larger number of students in the existing colleges for men and women?

(iv) Do you think it is desirable to encourage this desire for University education unrelated to the country's requirements?

(*c*) (i) Is there adequate provision in the Madras Presidency for research in different branches of learning?

(ii) Are you satisfied with the results so far achieved?

(iii) Can you suggest methods for encouraging scholars in the Presidency to engage themselves in research?

(iv) Should this be left to the Universities or should each college teaching for Honours have research studentships in such subjects for honours?

(*d*) Can you suggest any method or methods like the tutorial system for bringing about a closer contact between the lecturers and the students?

(*e*) With a view to establishing greater human touch in the training of students, do you consider it necessary to fix a maximum number for a college?

If so,

(i) Please suggest the limit up to which students can be admitted in a college and can be effectively looked after.

(ii) How far would the appointment with little teaching work of a Vice Principal in a large college help in the administration of the college and the bringing together of staff and students?

(*f*) Is it possible to correlate collegiate education with local industries. If so, to what extent?

2. *Medium of instruction in Colleges*—

(i) Do you agree that the regional language should be made the medium of instruction in Colleges?

(ii) If so, would you like it to be introduced immediately?

(iii) What arrangements should be made for the purpose?

3. *Professional Colleges*—

(*a*) Can you give an estimate of the number of Engineers, and Doctors that will be required for the next ten years?

(*b*) With a view to give greater practical training to the students is it possible to correlate training in the professional colleges to particular industries? If so, please state how this can be done.

(*c*) Is the existing number of Engineering and Medical Colleges sufficient to produce the requisite number of candidates for the two professions?

(*d*) Will it be possible for the candidates turned out by the existing polytechnics and Engineering Colleges to find suitable employment after training?

(*e*) It has been suggested that the training given in Engineering Colleges is going to waste, as graduates in engineering are generally employed as Supervisors and they very rarely get a chance of utilizing their higher knowledge acquired in colleges.

Do you agree with this view?

If so, can you suggest any method for improving matters?

(*f*) (1) Do you think there is need for any changes in the duration or syallabi of the B.T. and M.Ed. courses in the training colleges? If so, what changes would you recommend?

(2) In view of the large number of teachers that will be required if literacy and education are to be universal, would you recommend training colleges being started in each language area?

(3) What steps would you recommend to attract greater number of students for the training colleges?

(4) What changes, if any, do you recommend in the method of recruitment of the staff of training colleges?

(*g*) It has been suggested that colleges (and Universities) should be started in rural areas, having courses of instruction dealing with vegetable and animal raw products, like Agriculture, Dairy-farming, etc., and also rural industries. How far do you think this is possible with limited financial aid from Government?

Can you give any suggestions as to how these colleges can be built up around any local village industries that are already in existence in your district?

(*h*) (1) Do you think the system of selection of students for admission in colleges on the basis of marks alone is sound?

(2) If not, what other criterion or criteria will you suggest?

(3) Do you think the physique of candidates should also be a criterion for selection?

Adult Illiteracy and Education—

(1) (i) Do you think that it is possible to make all the present adults—men and women—literate? If so, what methods would you suggest to make this possible and successful at reasonable cost?

(ii) Have you conducted, or had experience of, night schools?

Please give your experience briefly.

(iii) Do you think that adults should be given more of education through the projected films and radio and talks on matters of interest and utility to them?

(2) (i) What is your experience about rural libraries and their working?

(ii) How far will the expansion of libraries in rural parts help in the improvement of adult literacy?

(iii) Do you think a library Act is necessary for the proper growth and guidance of the library movement in this Province?

(3) Do you think that vans fitted with loudspeakers, radios, gramophones, films and library books with a good speaker attached to each of them will be useful in this matter?

(4) Can you suggest any methods apart from grants of money by the State as to how it can achieve the eradication of adult illiteracy?

TEXT-BOOKS.

1. Do you think that the present system of publication of text-books by private firms and their approval by the Text-Book Committee has worked satisfactorily?

2. Are you in favour of Government publishing small text-books for use in elementary schools and for use by adults or would you encourage by subsidies private firms who are willing to undertake that enterprise?

3. What is your opinion about the State taking up the publication of text-books?

PHYSICAL EDUCATION.

A. The place of Health and Physical Education in the Educational Scheme.

1. Should progress and achievement in health and physical education be considered at the time of promotion or selection for examinations, the evaluation of progress and achievement being by "marks" as for any other subject and should this be made compulsory?

2. Should health and physical education be included in the "C" group subjects of the S.S.L.C. scheme and provide the preliminary background for a four-year degree course in Health and Physical Education under the auspices of the University and thus open up a new career?

3. Will this not involve the revision of educational curricula; and if so, to what extent should they be revised for the above purposes?

B. Programme of Health and Physical Education Work.

1. Do the present activities constitute a satisfactory programme of health and physical education?

2. What are the activities which you consider unsuitable, and what activities would you recommend, for a comprehensive programme of physical education work?

3. Would you consider a programme of physical education work in which sports competitions and games tournaments loom large resulting in representative school teams, satisfactory? Or, would you advocate and insist upon a programme in which all the students are given full facilities for taking part in the activities daily and in which sports competitions and games touraments play a minor part?

C. Cost of sports and games programmes.

1. The cost of intellectual education ranges from about Rs. 25 per annum in Form I to about Rs. 50 per annum in the VI Form, while the games fees range from about Re. 1 per annum in Form I to about Rs. 3 per annum in Form VI. It has been suggested that the games fee collected does not suffice to meet the needs of a satisfactory programme of physical education activities. Do you agree with this? If so, what increase of games fees would you recommend so as to facilitate provision of better facilities?

2. It is suggested that uniforms are necessary for better physical education work and for better discipline. Do you agree with this?

D. Leadership in Health and Physical Education.

1. What type of a physical education teacher would you recommend? What would be his or her qualifications and nature of training? What should be their remuneration?

2. Do you consider the present arrangement for the training of physical education teachers satisfactory? What are your suggestions for improvement, if any?

E. General.

1. Present day systems of examinations are constantly criticised as being detrimental to the health of students. What measures would you suggest to relieve this strain, if any, on the health of students?

2. Scholarships are now awarded on the basis of intellectual accomplishments and poverty. Would you recommend physical achievements also to be reckoned for scholarships to deserving students?

ORIENTAL INSTITUTIONS.

1. What measures are necessary to improve the conditions of schools for oriental learning? Your suggestions for improvement may be given under the following heads:—

(*a*) Teaching staff,

(*b*) Supply of literature,

(*c*) Courses of study,

(*d*) Training of teachers and Refresher courses,

(*e*) Scholarships, and

(*f*) Grant-in-aid.

2. To what extent do the scholars in Oriental languages meet the present demand for teachers in the schools for general education?

3. What measures would you suggest for imparting adult education in oriental culture?

Schools for the Blind, Deaf and Dumb.

1. (*a*) Are the existing facilities adequate and if not what suggestions can you offer for improvement?

(*b*) Do you think that the State should take up their management?

2. Have you got statistics for the physically handicapped and mentally handicapped children in your area?

3. Whether all such children are receiving instruction either in the schools for general education or in any school specially intended for them?

4. Are the teachers in charge of these schools suitable for giving instruction in the subjects taught, and trained in the special methods of teaching them? If not, what suggestions can you give for obtaining such specially trained staff for employment?

BOARDING HOMES AND ORPHANAGES.

1. Are you satisfied that Orphan destitutes of the Province are properly taken care of?

If not, what measures would you suggest to bring all of them under some healthy influence?

2. Do you think that the State should take this up or will voluntary bodies be able to do this?

EXAMINATION BOARDS.

1. Do you consider as satisfactory the present constitution and working of the:

(1) T.S.L.C. Board, and

(2) Board of Secondary Education.

2. If you do not consider these satisfactory what suggestions have you to make to improve them?

YOUTH MOVEMENTS.

1. What is your idea regarding the organization of youth movements in this Province?

2. In view of the three Youth Movements now existing—the Hindustani Scout, the Baden Powell Scout and the Brata-chari Movement, would you like to allow them to function separately or combine them into a single Youth Movement throughout the Province?

3. Have you any idea about extra curricular activities for developing the social service notions of boys and if so what should be their relation to the recognized curricula?

4. What suggestions would you offer to make our boys and girls more self-reliant and responsible and be imbued with a spirit of service?

(21)

21