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Department of Edn. & P.H.

OFFICE Secretariat

STATION Fort St. George

No. 2537/Edn.

2537

Dated 6-10-48.

in the file

(SUBJECT.)

Post war - Education - Development Schemes -
Note of Joint Educational Adviser to the Government of India - Recorded.

(114)	Edn.	7-5-48

Lr. No. 636	Edn	24-4-45

AIR MAIL.

ASST. SECRETARY TO GOVERNMENT EDUCATIONAL AND PUBLIC HEALTH DEPT. 8-JUL 1948

No.F.15-1/48-P.
MINISTRY OF EDUCATION,
GOVERNMENT OF INDIA.
NEW DELHI, the ~~2nd~~ 3rd July, 1948.

From

Humayun Kabir Esq., M.A.(Oxon),
Joint Educational Adviser to the Government of India.

To

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

50412

Subject:- Post-War Educational Development Schemes.

.....

Sir,

With reference to your letter No.25921-2/48-A Edn of 4th May, 1948, I am directed to inform you that it is proposed to depute an officer of this Ministry to Madras in the first week of August 1948. He will stay there for about four days and besides contacting the officers connected with the Education Department, to get an over-all picture of the progress made with regard to post-war Development Programme in the Madras Presidency, would specially like to see the working of the following schemes approved by the Government of India -

1. Introduction of compulsory elementary education.

2. Training of additional teachers.

3. Training of Physical Instructors.

4. Opening of an Engineering College at Coimbatore.

In addition, it is also proposed that he should visit the Y.M.C.A. College of Physical Education, Saidapet. He would also like to see one of your Centres of Adult Fundamental Education.

I request that you may kindly inform this Ministry whether the time selected for the officer's visit would suit your Government. A tentative programme for the officer may also be suggested in the light of which, his itinerary would be fixed and communicated to you.

Yours faithfully,

(Humayun Kabir).

Endt. No. 50412 A/48-1 Edn dt 9-7-48

Referred to the DPI for remarks. The reply may reach the Govt. not later than the 20th inst.

To
The DPI
(with copy of letter dt 7-5-48)

(3)

EDUCATION DEPARTMENT.

FROM	TO
SRI D.S.REDDI, M.A.(Oxon), DIRECTOR OF PUBLIC INSTRUCTION, M A D R A S.	THE SECRETARY TO GOVERNMENT, EDUCATION AND PUBLIC HEALTH DEPARTMENT

ASST. SECRETARY TO GOVERNMENT
29 JUL 1948
EDUCATION AND PUBLIC HEALTH DEPT.

56211

R.C.NO.1544-B.1/48 Dated 26-7-1948.

Sub: Post War Educational Development Schemes.
Ref: Govt. Endt. No.50412-B/48-1 Edn dated 9-7-48.

With reference to Govt. Endt. cited I am submitting herewith a brief report on each of the Post War Development Schemes coming under the purview of the Education Department for favour of information of Government.

2. Regarding the proposed visit to the Y.M.C.A. College of Physical Education and one of the centres of Adult and Social Education by the Officer of the Government of India, I shall make arrangements for his visit on hearing from the Government as to the probable date by which the officer arrives at Madras and after knowing the tentative programme to be drawn up by the Government of Madras.

Yours faithfully,

for Director of Public Instruction.

RVR 28/7/-

(V) 3 5

INTRODUCTION OF COMPULSORY ELEMENTARY EDUCATION:

During the post war period, the 5 year plan for compulsion was inaugurated. The ultimate objective of the Madras Government was to provide compulsory Education for both boys and girls of school-age throughout the province upto standard VIII. It was thought that this would be accomplished within a period of 20 years. The immediate aim was to get under instruction about 13.9 lakhs of children upto standard V. With this aim in view a preliminary scheme was first introduced in selected rural areas of the Province in the year 1945-46 and it was proposed to bring under instruction 1.2. lakhs of children The scheme was introduced in 434 centres. As the scheme was started rather late in the year and as there was much difficulty in finding the necessary accommodation and staff only ~~xxxx~~ 1.13 lakhs of children could be brought under instruction.

The scheme was extended in the year 1946-47 to some more rural areas in the Province and it was proposed to bring under instruction 1.4 lakhs of children. The number of new centres selected was 645.

In the year 1947-48 the scheme was further extended to 670 centres in the several District with a view to bring under instruction 1.5lakhs of children of school-age.

The further extension of the scheme of compulsory elementary education from the year 1948-49 was deferred by Government.

Along with the scheme of Compulsory Elementary Education a subsidiary scheme of supply of free midday meals to poor children attending schools was sanctioned by Government with a view to making the scheme of compulsion more effective. After working out the scheme for some time in 1945-46 and for the full year 1946-47 and spending Rs.7.86 lakhs in 1945-46 and Rs.29 lakhs in 1946-47 the Government found it advisable to abandon the scheme with effect from 1-4-47 on financial grounds.

The actual expenditure incurred on the scheme of compulsory Elementary Education during the years 1945-46 to 1947-48 is furnished below:

1945-46	1946-47	1947-48
Rs.	Rs.	Rs.
13,72,337	50,53,513	33,04,644

Training of Additional Teachers:

To meet the heavy demand for teachers, Provision was made for the training of 4000 additional teachers(2000 Secondary grade and 2000 higher grade teachers) As recommended in the report of the Central Advisory Board of Education provision was made for the training of higher Elementary Grade teachers also, as it was felt that the time was not ripe to eliminate this grade of teacher. To attract a large number of candidates for ~~training~~ training, increased facilities were afforded by way of increase in the rate of stipends etc. and by opening 100 new classes in various places during the year 1946-47. The following particulars are furnished in this connection. Additional training classes were opened in the existing training schools as shown below:

GOVERNMENT:

	Masters	Mistresses	Total:
Secondary Grade	21	3	24
Higher Grade	3	6	9
In 1946-47 AIDED:			
Secondary Grade	7	4	11
Higher Grade	3	5	8
In 1947-48:			
Secondary Grade	6	5	11
Higher Grade	5	3	8

The total expenditure incurred during theyear 1947-48 in respect of teaching grant paid to aided training schools is Rs.11286/-.

P.T.O.

Training of Physical Instructors:

The scheme has been deferred and has not been yet given effect to.

Medical Inspection:

The scheme is still under consideration and has not yet been given effect to.

Building Schemes:

Construction of buildings for Govt. Trg. School for women, Erode:

The work was commenced during 1945-46. The total estimated cost of the scheme was Rs.19,200 but an expenditure of Rs.18741/- only has been incurred on the work. The work has already been completed except for raising a portion of the wall.

In this connection, it may be pointed that the particulars furnished above are in respect of the shed constructed for the school on the 'Coronation Site' Erode. Government have recently ordered that the 'Coronation site' as well as the shed constructed by the Government thereon, for the Government Training School for women, Erode be transferred to the 'Kalai Magal Kalvi Nilayam, Erode' subject to certains one of which is that the amount spent by Government on the construction of the shed should be paid by the management of the 'Kalai Magal' Kalvi Nilayam'

Construction of buildings for the opening of new college for Muslim women, Madras.

The buildings and equipment of the college have been lent to Mr. V.L.Ethiraj for 5 years in the first instance for running a Women's College. The construction of new buildings for the college has been ordered to be dropped.

Construction of buildings in connection with the raising of the Govt. Arts College, Coimbatore:

The work was commenced during 1947-48. The total estimated cost of the scheme is Rs.2,19,000/-. An expenditure of Rs.1,09,744/- has been incurred on the scheme till the end of June 1948. The work is in progress.

Buildings for the Engineering College, Vizagapatam at Cocanada:

Government have purchased a number of Military blocks in the C.M.H Area Cocanada, for the temporary location of the college. An estimate for about Rs.22000/- for alterations and repairs has already been approved by Government and this work has almost been completed. Another estimate for improvements and alterations to the additional blocks taken over for the college, amounting to Rs.72,600/- has been submitted to Government for their approval. Their orders have not yet been received. The Public WorksDepartment has not so far submitted any progress report in respect of this scheme. The amount so far spent on the scheme, and the actual progress of the work are therefore not known.

Buildings for the Arthur Hope College, Coimbatore:

The total estimated cost of this scheme according to the Annual Progress Report and review furnished by the P.W.D. is Rs.6,00,000/- Upto the end of June 1948, an expenditure of Rs.2,01,451/- has been incurred on this scheme. The expenditure so far incurred includes the charges paid to the British Evacuee Camp Buildings VIZ.Rs.2 LAKHS. It may be pointed out here, that a considerable portion of the lands and buildings of the British Evacuee Camp has been since transferred to the Government of India for the use of the Forest College.

Government Training School for Muslim women, Shevapet - Construction of Buildings:

This scheme has not so far been sanctioned by the Government. There are also no proposals now under Director's consideration re: this. It is not known how this scheme happened to be included in the Postwar Development Schemes.

Buildings for the Engineering College, Anantapur:

The total estimated cost of the scheme is not known. Government have approved an expenditure of Rs.3.70 lakhs on repairs, alterations and improvements required for converting the Dehydration Factory into the College of Engineering, Anantapur. An expenditure of Rs.17,364/- has been incurred on the scheme till the end of March 1948. The work is in progress.

Additional buildings for the Government Arts College, Anantapur:

The estimated cost of the scheme is Rs.1.71 lakhs. An expenditure of Rs.13214/- only has been incurred on this work till the end of March 1948. The work is in progress.

A.H.College of Technology, Coimbatore:

The college is now in the fourth year of its existence. The construction of permanent buildings has not yet been taken up and so the college is being continued in its present accommodation. Due to lack of accommodation and equipment, the college could provide only instruction in the Civil and Electrical Engineering branches. It is proposed to introduce Automotive Engineering Course in the College in 1949-50.

Government Muslim College for women, Madras:

The College was opened in July 1946 and the first batch of students appeared for the Intermediate and B.A.Examinations in March 1948. With effect from the closure of the college the summer vacation of 1947-48 the college with its present buildings and equipment has been handed over to Sri V.L. Ethiraj. The total expenditure incurred by the college in 1946-47 and 1947-48 under recurring and non-recurring (excluding Buildings) was Rs.69466/- and Rs.1,28,923/- respectively.

Muslim
Government/College, for Men, Madras:

The B.Sc. courses were introduced in July 1946. The expenditure incurred in 1946-47 and 1947-48 under recurring and non-recurring (excluding buildings) was Rs.39,470/- and Rs.96,870/- respectively.

Government College, Coimbatore - Raising to First Grade:

The B.A. and B.Com courses were introduced in July 1946 and the first batch of students appeared for their degree examinations in March 1948. The total expenditure incurred in 1946-47 and 1947-48 under recurring and non-recurring was Rs.52,737/- and Rs.12,738/- respectively.

Loyola College, Madras - Building Scheme for the B.Sc.(Hons) Chemistry Laboratory:

The scheme was completed last year and the final payment of grant was made in 1947-48. The total grant sanctioned to the college for this scheme was Rs.2,00,000/- .

Training of Additional teachers:

Additional training sections were opened in the training schools under aided management. These sections were given the facilities of drawing full grants as permitted under G.O.1018 Education and Public Health Department dated 21-5-46 and G.O.No.738-Education and

Public

Public Health dated 15-4-47. The number of sections opened under this scheme in 1946-47 was Secondary, 7 for men and 4 for women and Higher Elementary 3 for men and 5 for women. A sum of Rs.11286/- was sanctioned in 1947-48 under this scheme as teaching grant. This scheme has been dropped with effect from 1948-49 with the issue of G.O.No.245 dated 4-2-48.

for Director of Public Instruction.

Immediate

T.M (by post) dt 31-7-48

From The Secy, Madras Legislative Council.

To The D.P.I.

Sub Post-War Edl. Development Schemes.

Ref Your Lr No: 1544 B.1/48 dt 26-7-48

The C.L.C. have stated that the officer to be deputed by them will be in Madras in the first week of August '48 and stay in Madras for about 4 days. They also want to know whether the time selected will would be suitable for this Sect. and also want a tentative programme to be drawn up for the visit of the officer to the various Centres. Pl. state whether the time will be suitable; if so, pl. suggest a tentative programme also. An immediate reply is requested.

31-7-48

31/7/48

C.F. 32.

In reply, please quote number, date and short title.*

Education DEPARTMENT.

Received _____ *Registered* _____

From (Name) Sri D. S. Reddi, M.A. (Oxon.),

(Designation) Director of Public Instruction,

Post Box _____, (Station) Madras.

Telegraphic Address 'Instruction'.

58427

To

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

R. C. *No.* 1544-B1/48 *dated* 3rd August 1948.

ASST. SECRETARY TO GOVERNMENT
6 AUG 1948
EDUCATION AND PUBLIC HEALTH DEPTT.

Sir,

Post-war Educational Development schemes.
Reference:-Telephonic Message (By Post) dated 31..7..1948 of the Education and Public Health Department.

With reference to the above telephonic message (By Post), I am to state that the dates selected for the visit of the Officer of the Government of India at Madras will be suitable.

I suggest the following tentative programme for visit by the Officer of the Government of India.

1st Day:	..	1. Visit to the Y.M.C.A. College of Physical Education, Saidapet
		2. Visit to the Adult and Social Education centre
		3. Engineering College, Guindy.
2nd Day:	..	Government Victory Memorial School for the Blind, Poonemallee.
		Conference with the Director of Public Instruction
3rd and 4th Days.		Coimbatore
		Visit to Engineering College
		Visit to a compulsory Education Centre.

Yours faithfully,

4/8

For Director of Public Instruction.

ks.4.8.

4/8.

ENCLOSURES _____

SPARE COPIES _____

Dearcode
By Air Mail

Dcrtpd
20
5/48

(88) 13 7 DOOH(A)

Letter No. 50412 A/48-2 Edn dt 9-8-48

To

The Secy to the C.G.G.
Ministry of Edn. New Delhi. 3.

Sir,

Sub: Post-War Edl Dev. Schemes -
Visit of a C.G.G officer to Madras

Ref: Your Letter No. F.15-1/48-P dt 3.7.48

With reg. to the your letter cited, I am directed to state that ~~it will suit the convenience of the Govt for the Time Selected by the C.G.G. for the officers visits to Madras during the months Oct to Dec 48 but after the 15th inst.~~ ~~to this Govt.~~ The following tentative programme is ~~drawn~~ suggested for the Officer's visit.

1st day — (1) Visit to the Y.M.C.A College of Physical Edn, Saidapet

2nd days — (2) Visit to the Adult & Social Edn Centre

(3) Engg. College, Guindy

p1cf

× after Independence Day celebrations

14

2nd day —— Govt Victory Memorial School for the Blind, Poonamalle.
Conference with the DPI, Madras.

3rd & 4th days - Coimbatore
Visit to Engg College.
Visit to a Compulsory Edn. Centre.

I am to request that the Govt may be so good as to intimate to this Govt the exact date the Officer can ~~be expected to arrive~~ at Madras so that necy arrangements for his visit may be made in advance by the DPI, Madras.

Pl. see DPI's letter on P3CP

Copy to the D.P.I.

SECRETARY, EDN. AND P.H. DEPT. 9 AUG GOVERNMENT OF MADRAS

Note. H.M (Edn) may see.

H/Edn (Cur.) TSA 9.8.48

AIR-MAIL.

No.F.15-14/48-P
Government of India
Ministry of Education

New Delhi the 16th August, 1948.

From

The Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Education & Public Health Department,
Fort St. George, MADRAS.

ASST. SECRETARY TO GOVT. 62125 19 AUG 1948 EDUCATION AND PUBLIC HEALTH DEPT.

SUBJECT: Post-War Educational Development Schemes - visits of Officers to the Provinces in connection therewith.

...

Sir,

H 13-14 ante

With reference to your letter No.54412-A/48-2 Education of 9th August, 1948, I am directed to inform you that Prof. Humayun Kabir, Joint Educational Adviser to the Government of India has tentatively fixed 6th to 9th September, 1948 for visiting Madras. It is requested that if these dates suit your Government, you will kindly confirm by telegram.

In addition to visiting the institutions mentioned in your letter under reference, Prof. Kabir would like to discuss the following points with officers of your Department :-

H 13-14 ante

A

(1) How far you have conformed to the Plan of the Central Advisory Board of Education and what variations, if any, you have introduced?

(2) What are the stages by which you proposed to give effect to the complete scheme of 8 years' Basic Education?

(3) How far your proposals for training of teachers have been given effect to?

(4) How far you have carried out your programme of providing Higher School Education on both academic and technical lines?

... (ii).

(10) 12 9

(5) What stages your programme for Technical, Commercial and Art Education has reached?

(6) How far you have been able to carry out your schemes of Adult Education, and what steps you have taken for maintaining literacy among adults who have received Primary Education?

(7) How far you are satisfied with the progress already achieved.

It will be appreciated if short notes dealing with the above topics are either sent to the Ministry in advance or kept ready for him.

Yours faithfully,

B. [illegible]

for SECRETARY.

(11) 13/10

Edn and P.H. Dept

Telegram (Express)

Telegram issued No 258 dated 25.8.48

Educind
New Delhi

Despatched 25/8/48

Ref your letter No: F-15-14/48-P dated sixteenth Agust 1948 regarding visit of Professor Humayun Kabir for collecting information about postwar schemes Stop Dates suggested convenient to this Govt.

P.C. to go.
Copy to the D.P.S.

Now 25/8/48.

25/8/48

11

Memo. No. 50412-3/48A. Edn. dt. 25.8.48

Post war Edl Development schemes.
Visit of Govt of India Officer to Madras.

Ref letter from the Govt of India No: 15-14/48-P dt 16.8.48.

20

A copy of the letter cited is commd. to the D.P.I. The Govt of India are being informed that the dates suggested by them for the visit of Prof. Humayun Kabir will suit this Govt. The Director is requested to make necessary arrangements in the matter. He is also requested to prepare and send to Govt as soon as possible and in any case not later than 1.9.48. short notes on the several topics mentioned in the letter of the Govt of India.

Mr 25/8/48.

25/8/48

To The D. P. I.
(with copy of letter from the Govt of India)
(with ref to D.P.I's letter No: 1544.B1/48 dt 3.8.48)

EDUCATION DEPARTMENT.

OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
M A D R A S-6.

R.C. NO.1544-B.1/48, Dated 31st August 1948.
***

From

THE DIRECTOR OF PUBLIC INSTRUCTION,
M A D R A S.

To

THE SECRETARY TO GOVERNMENT,
Education and Public Health Department,
Fort Saint George, M A D R A S.

SIR,

Sub: POST WAR EDUCATIONAL DEVELOPMENT SCHEMES = Visits of a Government of India Officer.

Ref: GOVERNMENT MEMORANDUM NO.50412=3/48=1
Dated 25th August 1948.

I am enclosing short notes on each of the seven topics mentioned in the Government of India's letter No.F.15-14/48-P, dated 16th August 1948, copy communicated to the Director with the Government Memorandum cited above.

YOURS FAITHFULLY,

FOR DIRECTOR OF PUBLIC INSTRUCTION.

SNS/31.8/=

(3) 23

12

The following notes are submitted to each of the seven points seriatum:-

1. The plan of the Central Advisory Board of Education has been generally conformed to and no variations have been introduced.

2. Basic Education is introduced gradually in and around Basic Training Schools year after year under reference to the numberof Basic trained teachers available. It is stated from the lowest standard and continued in the next higher standard year after year progressively.

3. To meet the heavy demand for teachers, provision was made for the training of 4,000 additional teachers, (2,000 secondary grade and 2,000 higher grade teachers)with reference to Government Order No. 1081, Education dated 21st May 1946. As recommended in his Report of the Central Advisory Board of Education provision was made for the training of Higher Elementary Grade teachers also, as it was felt that the time was not ripe to eliminate this grade of teachers. Sanction was accorded to the opening of 100 new training classes in 1946-47 (50 for secondary grade and 50 for higher grade. The entire additional expenditure on account of the opening of these training classes in Board or aided schools including the cost of additional accommodation to be provided for the opening of these training classes was met from the provincial funds. To attract a large No. of candidates the period of training for Secondary Grade was reduced from two years to one year. The qualifications prescribed for admission into Secondary Grade were also relaxed. The rates of stipends were also increased by 50%.

The opening of additional training sections was also sanctioned during the year 1947-48. But the scheme has been dropped with effect from 1948-49 with reference to Government Order No.248, Education dated 5th February '48. The only post war Training sections continued during 1948-48 are the senior sections of the Training classes opened under Government Order No.738, Education and Public Health Department, dated 15th April 1947. These sections will close by the end of 1948-1949.

4. During the year 1948-1949 Secondary Education was re-organised providing courses both for academic and Technical Education. Bifurcated courses of studies were introduced from Fourth Form and the following subjects were introduced for the present.

1. Agriculture.
2. Engineering.
3. Secretarial.
4. Domestic Science.
5. Drawing and Painting.
6. Music and Dancing.

To start with, Government approved the introduction of the Bifurcated courses in one or more of the above subjects in selected 50 High Schools under different managements during the year 1948-49. It is proposed to extend the scheme year by year by selecting suitable number of schools for each year. As an incentive the grant payable to local bodies and private managements has been fixed at three fourths of the net cost subject to a maximum of Rs.1,450/- (Recurring) and Rs.5,700/- (Non-Recurring).

(5) 27.8.48

5. In as much the new schemes in Secondary Education were introduced only during this current year 1948-1949 it is too soon to say about the stage reached.

6. Regarding Adult Education, Government have sanctioned a scheme in Government Order No.846, Education, Dated the 9th April 1948. For giving higher Education sanction has been accorded by the Government for the opening of three Rural Colleges under Government and for the grant of ~~re-organisation~~ recognition to twenty Rural Colleges ~~of~~ if opened by Private Agencies or by Local Bodies.

7. ~~Farely~~ Fairly satisfactory Progress has been achieved in respect of post war development schemes that were so far given effect to.

SNS/31.8=

29 (16) 15

Edn and P.H. Dept

DO No. 504 12-3/48-A Edn dt 4-9-48

Dear Mr. Reddi,

Spare copies
Letter

Post war ~~Development~~ Educational Devt. Schemes. – Visit of Govt of India Officer.

Ref your letter No: 1544-B-1/48 dt 31.8.48.

I am to enclose 2 copies of a note on the Post war Edl. Dev schemes and on the points which Prof Humayun Kabir wants to discuss with officers of the Edl dept. We copy handed over to Prof: Humayun Kabir on his arrival. Yours sincerely

W
4/9/48.

To D.P.S (4 names)
Dept. with two spare copies thro' special messenger.
W
4/9/48

W
4/9/48.

11

DO

Dear Professor,

Post war Edn. Dev schemes

Ref letter from the Govt of India, Ministry of Edn No: F. 15-14/48 P.I dt 16.8.48

I am directed to enclose copy of a note on the Post war Edl Dev: schemes and on the points which you especially wants to discuss with officers of the Edl dept

Yours sincerely

To Prof. Humayun Kabir
Dy. Edl. Advisor
to the Govt of India

W
4/9/48

POST-WAR PLAN - EDUCATION

The five year plan of Post-War educational development drawn up by this Government included the seven schemes mentioned below:--

Description of the scheme.	Cost for the five year period	Recurring cost at the end of the 5 year period.
	Rs. in lakhs	Rs. in lakhs.
(1) Compulsory Elementary Education ...	447.43	132.60
(2) Training of teachers ...	279.19	88.30
(3) Supply of midday meals to school children ...	1,287.60	418.00
(4) Technical Education (Engineering Colleges)...	68.00	6.00
(5) Revision of salaries of teachers ...	1,330.71	286.28
(6) Medical Inspection ...	16.18	2.35
(7) Training of Physical Training Instructors and Instructresses ...	6.65	.83

(1) above:- The five year plan aimed at bringing 2.6 lakhs of children each year to schools in the first five years and to bring 5.2 lakhs each year in the subsequent quinquennium. However, the scheme of compulsory elementary education introduced in 1945-46 was only to bring 1.70 lakhs of children to schools. The scheme was intended to bring children to schools and retain them there till they completed the lower elementary school course (junior basic Course). A certain number of villages were selected in each district in the Province for implementing the scheme. In 1946-47 the scheme was extended to a few more villages in each district so as to enrol additional two lakhs of children. Under the scheme sanctioned for 1947-48 further 1.50 lakhs of children would have been brought to schools. The Government have temporarily suspended the further extension of the scheme of compulsory elementary education in order to review the actual progress made under the scheme so far introduced and as they have, at present, also under consideration the question of converting all elementary schools functioning in the Province into Basic schools.

It is not, however, the intention of the Government to give up the scheme of compulsory elementary education altogether. At present, out of 70 lakhs of children of school-age, 35 lakhs are attending elementary schools. The Government intend to introduce the compulsory elementary education scheme to bring the remaining 35 lakhs of children to schools within a period of 10 years. The cost on this account has been worked out at Rs.63 lakhs recurring, each year on a progressive scale rising up to Rs.6.3 crores at the end of the 10th year. // The report of the Central Advisory Board of Education contemplated the introduction of compulsory elementary education by stages the progression being from area to area and not from age to age. In this Province the scheme of compulsory elementary education has been introduced in selected villages in each district, and applies upto the V Standard in the first instance. Thus the scheme introduced by this Province slightly deviates from the plan of the Central Advisory Board.

As regards the extension of the scheme of compulsory elementary education upto the VIII Standard, the question will be taken up after the scheme has been put into operation throughout the Presidency upto V Standard course. This aspect has already been explained to the Govt. of India in this Department letter No.636, Edn., dated 24-4-48. and GON 2520 Educ 25-11-47. Relevant extracts from the letter are attached The letter ran as follows:-- B/11-14 M/CF S-6 CF

*** *** ***

That compulsory education should be up to the Senior Basic Stage (the VIII Standard of this Province:-

The Madras Plan provides for compulsion only up to the V Standard in the first instance. The reasons for this arrangement, as explained in the Report of the D.P.I. Madras (sent to the Educational Adviser to the Government of India with my D.O.No.2768-A-13, dated 14-11-1944), are the desirability of expedition in achieving the scheme of compulsion and that even a scheme of compulsion upto the V Standard should ensure permanent literacy for the pupils as a rule. The Madras Government expect to complete this 13/12 CF

part of the programme in ten years and intend it to be entirely preparatory to the introduction of compulsion up to the VIII Standard at the earliest possible stage. The Madras Plan provides a time limit of 20 years from the start to achieve this goal too. In the meantime there need be no apprehension that there will be no facilities for further education for the increasing number of pupils that will be passing out of the V Standard. A propotion of these pupils will be absorbed in industrial schools of the artisan type. Such additional places in high schools as may be necessary can be provided without difficulty."

*** *** ***

B/23-25 CF

(2) above:- The scheme for training of teachers is intimately connected with the expansion of compulsory elementary education. To meet the heavy demand for teachers, provision was made for the training of 4,000 additional teachers, (2,000 secondary grade and 2,000 higher grade teachers) with reference to Government Order No.1081, Edn. dated 21st May 1946. As recommended in his Report of the Central Advisory Board of Education provision was made for the training of Higher Elementary Grade teachers also, as it was felt that the time was not ripe to eliminate this grade of teachers. Sanction was accorded to the opening of 100 new training classes in 1946-47 (50 for secondary grade and 50 for higher grade). The entire additional expenditure on account of the opening of these training classes in Board or aided schools including the cost of additional accommodation to be provided for the opening of these training classes was met from the provincial funds. To attract a large number of candidates the period of training for secondary grade was reduced from two years to one year. The qualifications prescribed for admission into Secondary Grade were also relaxed temporarily. The rates of stipends were also increased by 50 %. The opening of additional training section was also sanctioned during the year 1947-48. But the scheme has been dropped with effect from 1948-49 with reference to Government Order No.248, Education, dated 5th February

'48. The only post war Training sections continued during 1948-49 are the senior sections of the Training classes opened under Government Order No.738, Education, and Public Health Department, dated 15th April 1947. These sections will close by the end of 1948-49. 16 additional training schools (9 secondary and 7 elementary) have been opened in 1948-49 to meet the demand for teachers in the areas in which compulsory elementary edu cation has been introduced and to meet the normal demands.

(3) above:- The scheme of midday meals to school children in compulsory areas was introduced in 1945-46 and continued during 1946-47. Government decided to discontinue the scheme altogether after that, mainly on financial considerations.

(4) above:- Three new Engineering colleges have been opened -- Arthur Hope College of Technology, Coimbatore, Engineering College, Vizagapatam (Kakinada) and Engineering College, Anantapur. The Coimbatore College is in its fourth year and the other two in their third year. Permanent buildings have to be constructed for all the three colleges. They are being supplied with equipment as and when the equipment become available.

(5) above:- In pursuance of the recommendations of the Central Advisory Board, the Madras Government revised the pay of teachers in educational institutions. Though the Board stressed the principle of uniform scales of pay for teachers irrespective of managements, Government had to deviate from this principle on financial and administrative considerations, and lay down different scales of pay to teachers in Government schools, those under local bodies and those under private managements. The revision of salaries entails additional expenditure as indicated below:--

		Rs.
Government Schools	..	8 lakhs
Local Body Schools:		
Elementary	..	92 lakhs
Secondary	..	30 lakhs

Schools under Private Managements: Rs.

Elementary	...	82 lakhs
Secondary	...	44 lakhs

In the case of Government schools and in the case of elementary schools under private management, the entire additional expenditure is met from Provincial funds. As regards elementary schools under local bodies, the extra cost of revision should be met by local bodies from their own funds. The possibility of increasing local taxation has been explored and orders have been issued directing increased in the rates of education tax wherever necessary. In respect of secondary schools under local bodies and private management, the Government have agreed to meet a portion of the additional cost as indicated below:--

Local Bodies:- One half of the cost of revision.

Private managements:- Two-thirds of the cost of revision. Of the total expenditure of Rs.256 lakhs involved in the revision of salaries, the share borne by the Government of Madras is Rs.134 lakhs per annum.

(6) above:- The scheme of Medical Inspection for pupils has not yet been finally drawn up. According to the scheme under consideration, it is proposed to meet the cost from the fees levied from students and to make it a self-supporting scheme.

(7) above:- The scheme has been deferred. But it may have to be taken up again and therefore the cost of the scheme as given in the original five year plan has still to be reckoned.

2. Since the Post-War plan was prepared certain new schemes have been introduced by the Government along with the Post-War Plan though they have not been included in the Post-War Plan. The cost of the schemes at present introduced and the progress of expenditure in subsequent years will be as indicated in the statement below:--

p.t.o.

	1948-49	1949-50	1950-51	1951-52	1952-53
	(Rupees in lakhs)				
1. Adult Education ..	1.55	1.37	1.37	1.37	1.37
2. Expansion of Basic Education	11.83	8.31	15.87	31.87	51.12
3. Addl. Secondary schools for boys ..	.29	.38	.47	.53	.57
4. Addl. Secondary schools for girls ..	.18	.38	.58	.82	1.10
5. Introduction of teaching of Hindustani ..	.07	.21	.68	1.01	1.14
6. Introduction of bifurcated courses ..	3.36	6.54	6.76	7.90	9.05
7. National Cadet Training Corps	15.23	24.31	29.4	36. 49	43.6

Brief notes on each of the schemes are submitted below:--

(1) above: A scheme of Adult Education has recently been drawn up. Adult literacy schools will be opened in many centres in the Province. Training schools to train teachers in adult education have also been established. The Government have sanctioned the opening of 6 rural colleges for adult education. An officer has specially been appointed to arrange for the training of teachers in citizenship. The Director has been asked to take steps to purchase projectors for being exhibited to educate adults. The question of extending the scheme will be considered with reference to the results achieved. For further details please see G.O.No.846, Edn., dated 9-4-48 - copy attached.

(2) above:- Expansion of Basic Education:- The policy of this Govt. is to introduce the scheme of basic education throughout the Province as early as possible. The policy can be implemented only after sufficient number of teachers are got trained in the scheme. The Govt. have opened a few basic training schools in the Province by conversion of ordy. training schools. Certain Officers were deputed to Wardha for training in the scheme organised by the Hindustani Talimi Sangh and these officers have been appointed in the Basic training schools started. The Basic training schools under private managements are given grants from provincial funds. With the help of teachers trained in the Basic training schools elementary schools

functioning in and round the Basic Training Schools are donverted into Basic schools. At present there are 27 basic training schools functioning in this Province. 42 elementary schools have been converted into Basic schools.

The D.P.I. has submitted a programme to the conversion of all elementary schools into basic schools within a period of 10 years. This programme is to be discussed at an informal meeting of Ministers.

(8) above:- The policy of Govt. is to rely on local bodies and private agencies for the expansion of facilities for secondary education of boys and to admit to aid schools newly opened by them and recognised by the Direct or of Public Instruction. It is considered that there should be atleast one high school for boys in each taluk and that to begin with a middle school should be opened in taluks which have not even a middle school and that it should be developed into a high school later on and that in a taluk where there are only middle schools but no high school one of the schools should be converted into a high school . In order to encourage local bodies and private agencies to open schools in those backward taluks, it was considered necessary to make teaching grants towards the full net cost of maintenance of the schools subject to a ~~minimum~~ maximum limit for a period of five years from the opening of the schools instead of a portion of the cost as is usually done (one half of the net cost in respect of schools under ~~private managements~~ local bodies and two thirds in respect of schools under private managements) and also a non-recurring grant to the extent of Rs. 3,000 for each school towards the full cost of the purchase of initial equipment. Three middle schools were newly opened by local bodies and two middle schools were converted into high schools under this system of special aid during 1947-48. In the current year the Govt. have permitted the opening of three middle schools and conversion of three middle schools into high

schools (five by local bodies and one by a Private agency). There are three taluks which have not yet been provided with a high school and the question of converting one of the middle schools in each of those taluks into a high school will have to be considered in connection with the budget for 1949-50.

(4) above: As in the case of secondary schools for girls, schools for girls newly opened by local bodies an d private agencies and recognised by the D.P.I. are admitted to the usual aid. As Secondary education among girls is in a ~~very~~ backward state and as local bodies and private agencies do not generally come forward to open secondary schools for girls even to the extent they do in the case of boys, it was considered necessary to make grants at the special rates to schools newly opened in centres not served by any girls school as was done in respect of boys schools opened in taluks not served by any middle or high school for boys. The Govt. have permitted the opening of six new middle schools for girls (5 local bodies and one by a private agency) under the system of special aid in the current year. There are a large number of towns with a population of over 5,000 which are not served by any secondary schools for girls. It is necessary to provide separate high schools for girls to prevent co-education. The system of special aid will have therefore to be continued. No programme of development has yet been drawn up. The question whether the system of special aid should be continued or not will be decided by Govt. shortly with reference to the recommendations of the Retrenchment Committee.

(5) above:- Under the scheme for the reorganisation of secondary education it introduced from the current school year, Hindustani is one of the languages included in the second language group and it will have to be studied as a compulsory second language in Forms I to III only by those students who take up that language. It is likely to be taken up by a large number of students in view of its importance as the federal language. The Govt. have directed that provision should be made for the teaching of

the language in all middle schools in which the language is not now taught. It will be introduced in all the Govt. Middle schools in the current year and in non-Govt. middle schools to the extent to which qualified teachers are available. With a view to encourage private managements to train as many as teachers as possible, the Govtl have decided to make grants-in-aid towards the cost of maintenance of the special schools providing for the Visharad and Pracharak courses subject to maximum (Rs.50,000 in 1948-49). The D.P.I. has been asked to report (1) the number of middle schools in which provision has been made for the teaching of Hindustani in the current year. (2) the number of private schools providing for the Visharad and Pracharak courses to be admitted to aid and the number of schools to be newly organised for the training of Hindustani teachers

(6) above:- As a measure of the reorganisation of secondary education, the Govt. have sanctioned the introduction of bifurcated courses of studies in selected subjects in Forms IV to VI in the existing high schools preparing pupils for entrance to a course of study at the University. The new courses - Secretarial, Engineering, Agriculture, Drawing and Painting, Domestic Science (and Cookery) and Music and Dancing were introduced in 50 selected schools in the current year and the introduction of only one technological course was allowed in each school. No definite scheme has been drawn up for introducing the courses in all the high schools in the Province. If the scheme is to be spread over 10 years, it will be necessary to introduce the courses in 100 high schools ever year. The question as to in how many schools the new courses should be introduced in 1949-50 has been raised separately for orders,

With a view to enable local bodies and private managements to meet the extra cost involved in the organisation of the new courses the Govt. have decided

that teaching grants should be made as a special case calculated at three-fourths of the net cost of running the courses during the preceding financial year subject to a maximum of Rs.1,450 per annum for each school for a period of five years from the introduction of the course and also non-recurring grant towards three fourths of the cost of the equipment to be purchased for the new courses subject to a maximum of Rs.5,700 for each schools. In the case of Government schools, the entire cost will be met by Govt.

(7) above:- With a view to provide for the military training of boys and girls in all educational institutions, the Govt. of India have passed the National Cadet Corps Act providing for the raising of three divisions (1) the Senior Division to which recruitment should be made from the male students of ~~the Universities~~ Colleges (2) the Junior Division to which recruitment should be made from among the boys in high schools and (3) a girls' division to which recruitment should be made from among the girl students of ~~Universities~~ Colleges and high schools. It is proposed to constitute the Senior and Junior Divisions only to start with. The Senior Division to be formed at the first stage in this Province will consist of 2520 cadets and the Junior Division of 6,000 cadets. The ~~present position is~~ that the expenditure on the raising and maintenance of the Corps should be met entirely by the Provincial Govt. The cost on account of the raising of the corps upto the 1st stage has been estimated approximately at Rs. 22.83 lakhs and the cost on account of the training of officers for the Senior and Junior Divisions at Rs.1.80 lakhs.

2. It is proposed to raise in the current year two Infantry battalions of the Senior Division of the N.C.C. and one Engineering Unit with the units of the U.O.T.C., Madras. The cost of equipping and maintaining these Infantry battalions is estimated at about Rs.6.26 lakhs. In addition, the Govt. will have to meet the cost of construction of armouries for the safe custody of arms, ammunition and other equipment and the cost on account of the employment of lascars to clean the arms and equipment which is estimated at Rs.2.5 lakhs. The remaining units will have to be raised in 1949-50 after the officers required to man these units are trained in the summer vacation.

3. The question whether the Govt. of India should be moved to bear a portion of the non-recurring expenditure - supply of clothing - Arms, Ammunition and equipment and also the cost of construction of armouries has been raised and the opinion of the S.F.C. is proposed to be obtained on this question before the Govt. of India is addressed.

(2) 41

3. The Government have under consideration certain proposals which can be treated, if introduced, as part of the Post-War Plan. These are:- 21

(1) Opening of schools in schoolless centres with a population of 500 and above.

(2) Further revision of salaries of teachers.

(3) Construction of school buildings.

(1) above:- The D.P.I. has been asked to submit proposals for the opening of schools in the schoolless centres as a part II Scheme for 1949-50. It has been estimated that the number of such villages would be 3,500 and the cost of opening schools in these villages will work out to Rs.30 lakhs. The intention is to spread the scheme over a period of 5 years. Details regarding cost will be known after definite proposals are received from the Director.

(2) above:- The Govt. of India have enquired what the cost will be if the pay of the teachers are further revised so as to bring them into line with the recommendations of the Central Advisory Board of Education. Reference is also made by the Govt. of India about the extra cost if the revision conforms to the recommendations of the Central Pay Commission. The D.P.I. has reported that the extra cost of revision of salaries of teachers according to the report of the Central Advisory Board of Education would be Rs.125 lakhs a year- He is not able to furnish the particulars of the cost if the recommendations of the Central Advisory Board of Education are given effect to. He has been asked to collect the particulars and submit a report to Govt. His reply is awaited.

(3) above:- It has been estimated that the cost of provision of buildings for elementary and secondary schools would be Rs.122 crores. The estimate is based on the assumption that the expenditure on the provision of a building to accommodate for 40 boys would be Rs.9,400. H.Pr. considered that this estimate was too high. A reference is proposed to be made to the Director on the point. If the estimate is revised the

cost of the provision of buildings will stand reduced.

Under orders of H.Pr. the question has been raised whether a programme may not be drawn up for provision of buildings to elementary schools and for claiming a grant from the Govt. of India towards the cost of the scheme. The Finance Dept. has recorded the view that the Govt. of India may first be addressed with a view to ascertain whether a half grant will be made available by them for the building scheme in question.

4. Professor Humayun Kabir proposed to discuss with the Officers of this Govt. certain points connected with the Post-War Plan. These are noted on briefly below:--

(1) The Post-War Plan prepared by the Madras Govt. deviated from the scheme of Central Advisory Board of Education in certain respects. The circumstances under which the Madras Government deviated from the scheme of the Central Advisory Board of Education have been explained to the Govt. of India in 1945. (Please see G.O.No.636, Edn., dated 24-4-45.) To a further communication received from the Govt. of India the attention of that Govt. has been drawn to this Govt.'s reply.

(2) The Scheme of compulsory elementary education has been drawn up only upto V Standard in the first instance. The question of extending the scheme upto VIII Standard will be considered after all children are brought under instruction and retained in schools upto V Standard . This aspect of the question has been made known to the Govt. of India in the G.O. referred to above: //Basic Education is introduced gradually in and around Basic Training Schools year after year under reference to the number of Basic trained teachers available. It is stated from the lowest standard and continued in the next higher standard year after year progressively.

(3) This has been already noted on above.

(4) During the year 1948-49 Secondary Education was re-organised providing courses both for academic and Technical Education. Bifurcated courses of studies were introduced from Fourth Form and the following subjects were introduced for the present:-

(5) In as much as the new schemes in Secondary education were introduced only during 1948-49 it is too soon to say that the stage reached. The proposal made in respect of Engineering Colleges has been noted on already. Education in 'Art' is under the Director of Industries and Commerce and the Development Department. Nothing worth mention has been done in regard to commercial education beyond the opening of courses in B.Com. in the Govt. Colleges at Coimbatore and Mangalore.

(6) The scheme of Adult education sanctioned by Govt. has been referred to above.

(7) Good progress has been made in respect of the schemes already taken in hand.

45 (27) 23

Extract from the G.O.No.636, Edn., dated 24th April 1945.

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The Madras Plan provides for compulsion only up to the V Standard in the first instance. The reasons for this arrangement, as explained in the Report of the D.P.I., Madras (sent to the Educational Adviser to the Government of India with my D.O. No.2768-A-13, dated 14--1--1944), are the desirability of expedition in achieving the scheme of compulsion and that even a scheme of compulsion upto V Standard should ensure permanent literacy for the pupils as a rule. The Madras Government expect to complete this part of the programme in ten years and intend it to be entirely preparatory to the introduction of compulsion up to the VIII Standard at the earliest possible stage. The Madras Plan provides a time limit of 20 years from the start to achieve this goal too. In the meantime there need be no apprehension that there will be no facilities for further education for the increasing number of pupils that will be passing out of the V Standard. A proportion of these pupils will be absorbed in industrial schools of the artisan type. Such additional places in high schools as may be necessary can be provided without difficulty.

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Copy of letter No.2520, Education, dated 25th November, 1947.

To

The Secretary to the Government of India,
Ministry of Education, NEW DELHI.

Sir,

POST-WAR Reconstruction - Scheme No.88 - Introduction of compulsory elementary education.

With reference to your letter F.6-3/46-P, dated 23rd September 1947, I am directed to state that the Madras plan of compulsory elementary education upto Standard V as at present, provides for the introduction of the scheme from area to area and not from age to age. Selected areas in each district are taken up every year and compulsion is applied right upto Standard V at the first stretch. Compulsion upto Standard VIII is the ultimate objective of the Government and splitting up into two stages is only a matter of expediency.

Although Basic education is an organic whole, the age of 11 or the end of Standard V is nevertheless a definite stage in Education, too, and, as already pointed out in Mr.V.N.Kudva's letter No.636, Education, dated 24th April 1945, experience in Madras has definitely shown that education upto Standard V does to a large extent ensure permanent literacy. I am to add that it is not the intention that post-primary education should be starred. Post-primary education, whether for trades or by way of secondary education, will meanwhile continue to improve on a voluntary footing. In fact, secondary and middle schools have largely increased recently and are increasing.

As regards the point made in your letter that 'public opinion which may otherwise acquiesce in an inadequate provision of education spread thinly over the whole province, will be more vocal in supporting projects for greater opportunities if it sees these existing

IN some areas and not in others' I am to point out that, on the other hand, if only a few areas are selected for compulsion upto tandard VIII year by year, ~~xxx~~ criticism will be strong and will be justified that other areas are being altogether neglected in the meanwhile and particularly so, as the process that way will take an extremely long period before the whole Province is covered by the scheme of compulsion.

I am further to state that the Government are finding difficulty about staff and accommodation, apart from the question of finance, even for a scheme upto Standard V. These difficulties will be accentuated if a scheme of compulsion upto Standard VIII is embarked upon right from the start. If the Government set apart as much money each year as they have been able to do during the last two years, the areas where they will be able to introduce such a scheme of compulsion will be much smaller than under the present scheme and the period within which compulsion can be made universal will be very long. The Government's present scheme has the advantage of more rapid introduction of compulsion and over a comparatively larger area each year. For the reasons stated above the Government wish to adhere to the scheme already accepted by them.

(True copy)

Government of Madras

EDUCATION AND PUBLIC HEALTH DEPARTMENT

(Education)

G.O. No. 846, 9th April 1948

Adult Education—Scheme—Sanctioned.

READ—the following papers :—

From the Director of Public Instruction, dated 10th October and 17th November 1947, No. 780-B-2/47.

Order—No. 846, Education, dated 9th April 1948.

The Government have had under consideration for some time past the question of framing a scheme for the spread of adult education with the two-fold objects of liquidating illiteracy of adults and of improving the knowledge and the education already possessed by adults, through education centres, libraries, cinemas, etc. They have now drawn up a scheme of adult education as follows, which provides :—

(1) Adult literacy schools for liquidating illiteracy among adults ;

(2) Training of staff for adult literacy work ;

(3) Rural Colleges for giving higher educational training for persons who have had some school education already ;

(4) Training camps for social service workers ;

(5) Training camps for citizenship and youth workers ; and

(6) Visual instruction.

(1) *Adult literacy schools.*—One hundred schools may be opened in 1948-49. A teaching grant at the rate of Rs. 8 a month per teacher and an additional flat rate of Rs. 4 per month for lighting and other incidental charges will be paid for each school. During the first year, a teacher should be employed for an average attendance of 15 pupils. In subsequent years when pupils are taken to a second year course a teacher will be allowed for each class. There should not be more than three teachers in a school as the course is only for three years. For the first two years, for want of teachers trained in adult education, teachers without this training may be allowed to do adult literacy work. In that case, the grant may be Rs. 5 plus Rs. 3. Adults between the ages of 13 and 40 will be admitted into the schools, with a view to make them literates able to read specially prepared books within a year. Instruction will be continued for a further period of two years to enable them to read a newspaper. Special methods will be adopted mainly on the lines of the Laubach's Quick Literacy Plan and all aids to quick literacy like slides, pictures, charts and reading sheets should be employed.

Hours of work.—Any part of the morning or evening for a period of not less than an hour and a half should be counted as a school day and 200 such school days may be considered adequate for the year

Teachers.—Part-time teachers should be employed who should have the following qualifications :—

(i) A certificate of having passed Form III or VIII Standard Public Examination ;

(ii) An Adult Education Teacher's Certificate granted after training at one of the recognized centres.

Day school teachers and others who may be employed in other professions or trades will also be eligible to be teachers in these schools, provided they have those two qualifications.

A syllabus specially prepared and approved for the purpose should be followed in these schools. A special set of books prepared for use by adults should be followed in the later stages.

Equipment.—In course of time, a small library should be built up in every school.

Any available building in the place should be utilized for the schools. No separate building or furniture of any kind need be provided.

Minimum attendance.—A minimum average attendance of 15 pupils is required for every school. During the first two years, the rule may be relaxed to permit schools with a minimum of 10 pupils to receive grant.

(2) *Training of the staff for Adult Literacy Work.*—Sanction is accorded for opening of six centres, i.e., two for each linguistic area of Tamilnad and Andhra, one in Malabar and one in South Kanara for this purpose in 1948-9, and for the employment of the following staff for ea ch centre :—

(1) A school Assistant with an allowance of Rs. 25 per mensem ;

(2) A secondary grade teacher with an allowance of Rs. 15 per mensem ;

(3) A drawing-master on Rs. 45 in the scale of Rs. 45—3—90 and a mechanic on Rs. 50 ;

(4) A part-time music teacher on Rs. 30.

Sanction is also accorded for the expenditure of Rs. 100 a year for contingencies, stationery, etc., and also for the provision of the following equipment in each centre :—

	Maximum cost. RS.
(1) Three petromax lights	80 each.
(2) One magic lantern	150
(3) One gramophone	200
(4) Two Bagatolle boards	15 each.
(5) Ten sets of drawing materials ..	10 ,,
(6) Cut glass pieces for slide-making and other contingencies.	200

Aided managements will be given two-thirds grant for recurring expenditure and a half grant for the non-recurring expenditure.

The nature of training.—The candidates admitted to the course will be given instruction and training in adult psychology in methods of teaching adult literates on the Laubach's Quick Literacy Plan, in the preparation and use of slides, charts and reading sheets and in the methods of imparting general knowledge. They will also be given training in the use of magic lanterns, in singing und the principles of organizing village libraries and clubs. The period of training will be six weeks.

Qualifications for admission.—Any one who has passed III Form or VIII Standard Public Examination will be eligible for admission to the course. Teachers in Board Schools and aided schools may also be admitted to the course. They may be granted leave or deputed for the purpose.

During the training, trainees deputed by local bodies or by aided institutions will be paid a stipend of Rs. 15 a month or Rs. 22-8-0 for the entire course. Trainees not deputed by local bodies or by institutions will be paid a stipend of Rs. 22-8-0 a month or Rs. 33-12-0 for the entire course.

A batch of 30 candidates, of which 15 may be deputees and 15 non-deputees, will be trained in each centre in 1948-9. As the period of training is short, the candidates will be engaged throughout the day and, as such, it will

be necessacy for them to live at the centre of training. It will be a great advantage if one of the villages where Basic Training School is proposed to be started next year is selected for this training.

In order that the Inspecting Officers may get acquainted with the methods of adult education a few Deputy Inspectors, preferably the Personal Assistants to the District Educational Officers, should be asked to take the training for a period of ten days—a few with each batch. They will be paid no additional allowance, but they can draw the travelling and daily allowances admissible under the rules.

(3) *Rural Colleges for giving higher education to people who have had some education already.*—Sanction is accorded for the opening of three colleges under Government, one for each linguistic area and for the grant of recognition to 20 colleges if opened by private agencies or by local bodies.

Lecturers from colleges and graduate teachers from high schools and training schools may be selected to give lectures. The services of lawyers and doctors may also be utilized for the purpose. A remuneration of not more than Rs. 180 a term may be paid to each lecturer, three such lecturers being appointed for each college. To look after the permanent arrangements in connection with the Rural Colleges, a full time clerk or a higher grade elementary teacher may be appointed on the pay of Rs. 30 in the scale of Rs. 30—1—50.

Sanction is also accorded for the following items of expenditure :—

	Maximum expenditure RS.
Non-recurring.	
Library	300
Teaching aids	100
Petromax light	80
Magic Lantern	150
Lantern slides	50
Recurring.	
Lighting, Stationery, etc.	100 a year.

The aided colleges will be given a two-third grant on this basis on recurring expenditure and half grant for equipment. The fee income will be taken into account in deciding the amount of grant to be paid. An aided college may be given grants-in-aid if there is an average strength of not less than 15 students and if the prescribed syllabus is followed.

Those who have had education up to a certain standard and who are anxious to improve their knowledge will be eligible for admission into these colleges. The course will consist of lectures, demonstration and discussions for a continuous period of two years. The syllabuses of study will include subjects like Literature, Politics, History, Economics, Co-operation, Sociology and some Science subjects. The colleges may also provide for a variety of subjects both of an academic and of a practical value, e.g. Agriculture and Engineering, etc. They can also provide for courses of study which are of special interest to women.

The two-year course will be divided into two terms and each term will consist of 30 lectures. For admission to the course, candidates should have a minimum qualification of a third form or eighth standard and should be able to attend all the lectures for a period of two years. The fee of Re. 1 per month should be levied from each candidate. The candidates should provide themselves with necessary books. Each College should have not less than an average attendance of 15 pupils for purposes of recognition and aid. The classes should be held at some convenient time either in the morning or evening—not less than an hour and 45 minutes. A portion of this should be spent on discussion and tutorial instructions.

Tests.—At the end of every term there will be a test and at the end of two years a comprehensive examination on the results of which certificates will be issued to the students.

(4) *Training camps for social service workers.*—Sanction is accorded for opening five camps for this purpose, two in Andhra, two in Tamilnad and one in the West Coast—attached to existing Social Service institutions. The training of adults for social service will be for 6 weeks and will deal with Social Service in Gandhian ideology. It will provide for rural social service workers who will take up voluntary work in the villages. The students, not exceeding 30, will be given a stipend of Rs. 15 per mensem, i.e., Rs. 27-8-0 for the course of 6 weeks. There should be three teachers and one attender for each camp. They will be paid an allowance of Rs. 50 and Rs. 25 per mensem respectively. Sanction is also accorded for expenditure of Rs. 100 on contingencies and equipment.

(5) *Training for citizenship and for leaders in Youth Movement.*—Sanction is accorded for opening a series of courses for this purpose as explained below. The first course will provide for the training of 120 persons for 15 days for the total number of 180 working hours Out of the 120 trained, about 40 should be selected to become trainers in their turns in future. These 40 should organize 8 training courses each to train 120 teachers in the same way as the first course preferably in the following places :

(1) Trichinopoly, (2) Coimbatore, (3) Salem, (4) Cuddapah, (5) Bellary, (6) Bezwada and (7) Calicut.

This cycle of training should be repeated thrice during the school year 1948-9 with the first of the central training during the term and decentralised training course during the mid-term, Christmas or Pongal and Summer holidays.

Sanction is accorded for the appointment of a Special Officer for three months on a consolidated pay of Rs. 300 per mensem (Rs. 250 plus Rs. 50), one Stenographer at Rs. 45 plus Rs. 35 special pay for three months, one peon at Rs. 16 per mensem for three months with the usual dearness allowances, to organize the course of training.

Sanction is also accorded for the following expenditure for each cycle of course :—

	RS.
Food for 120 trainees for 15 days at Re. 1.	1,800
Equipment	500
For 5 officers—food, travelling	300
Office expenses	100
Total ..	2,700

(6) *Visual instruction.*—Sanction is accorded for the purchase of 8 projectors and films for 8 districts at a cost of Rs. 5,000 per district and for the employment of one electrical mechanic on a pay of Rs. 40 plus Rs. 22 and one attender on Rs. 20 plus Rs. 16 for each district. The projectors and the set of films will be kept in the District Educational Officer's office in each district, so that they may be loaned out for rent to educational institutions for school or adult educational purposes. A reasonable amount of hire will be charged for the loan of these projectors. The Director of Public Instruction will fix the hire.

The expenditure will be debited to the head "37. Education—r. Miscellaneous—A. General—(i) Excluding Post-War Reconstruction—8. Other grants—Voted—Adult Education classes and night schools."

(By order of His Excellency the Governor)

To the Director of Public Instruction.
" Accountant-General (through Finance Department).

To the Finance Department.

M. V. SUBRAMANIAN,
Secretary to Government.

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JOINT EDUCATIONAL ADVISER 25
TO THE GOVERNMENT OF INDIA.

NEW DELHI, the 25th Sept., 19 48.

My dear H.M.,

I am forwarding herewith a memorandum recording my impressions about Education in Madras. I have made certain suggestions and would be grateful for your comments.

With kind regards,

Yours sincerely,

(HUMAYUN KABIR)

THE HON'BLE SHRI T.S.AVINASHILINGAM CHETTIAR,
Minister for Education,
MADRAS.

MINISTRY OF EDUCATION

During my discussions with the Hon'ble Mr. Chettiar, it was agreed that the Central College of Karnataka Music will be a higher institution with powers to affiliate Music Colleges teaching different schools of Karnataka Music in different parts of the Province. It will be administered by a Governing Body with the following composition :-

(1) A Chairman to be appointed by the Central Government in consultation with the Provincial Government.

(2) A Vice-Chairman to be elected by the Governing Body.

(3)-(6) Four representatives of the Government of India of whom two will be officials.

(7)-(9) Three representatives of the Provincial Government of whom one will be official.

(10)-(11) Two representatives of Music institutions in other parts of India to be nominated by the Government of India.

(12) One representative of teachers.

(13)-(15) Three representatives of the graduates of the Academy provided the number of graduates is not less than 100.

(16) The Principal of the College.

(17)-(19) Three representatives of the Indian States.

In addition, there will be a Registrar, who will act as Secretary to the Governing Body without being a member. The appointment of the Principal and the Registrar will be made by the Governing Body subject to the approval of the Government of India, while other appointments will be made by a Selection Committee appointed by the Governing Body. There will also be a Finance Committee, with the Vice-President of the Governing Body as its Chairman, one representative of the Government of India, one representative of the Government of Madras, one representative of the Governing Body and the Principal. The Academic Council will consist of the Principal, the Heads of the Departments and the Registrar, with powers to co-opt upto five additional members. The Academic Council will be responsible for framing the syllabuses and making arrangements for teaching. It will also conduct

examinations through Committees appointed by it. Admission to the College and maintenance of discipline will be the charge of the Principal, and the accounts will be audited by an auditor appointed by the Government of India.

The Hon'ble Minister for Education, Madras, agreed to consider our suggestion that the Madras Government should share in both the capital and the running cost of the institution and said that he would let me have the decision of his Government as early as possible.

We then took up the question of general Educational policy in the Province. The Hon'ble Mr. Chettiar stated that policy is co-ordinated through a Provincial Advisory Board of Education of which he was the Chairman and the Deputy Director of Public Instruction, Madras, the Secretary. The Board has 30 members and meets twice a year. There is, in addition, a Technical Education Board with the Hon'ble Minister for Education (Madras) as Chairman and all the Principals of Engineering Colleges as its members.

The Hon'ble Mr. Chettiar also drew my attention to some new features which he was seeking to introduce. The first and foremost of these was the institution of a Camp for Adult Social Education to which he had invited all the Divisional and District Inspectors of Schools. The Camp lasted for five days during which these officers discussed the programme of citizenship education formulated by the Government and other allied Educational topics. Apart from the questions actually discussed in the Camp, the very fact that all the Education Officers in the Province were living together served to develop a corporate spirit and was intended to ensure better co-ordination in the implementation of the Provincial Plans. I attended the Camp and was impressed by the keenness and enthusiasm of the participants. It is proposed to hold this Camp annually, preferably in some healthy locality like Coonoor in the Nilgri Hills. Apart from the actual Educational value, these camps

Should also serve to create fresh enthusiasm among the officers. I suggested that in addition to a Provincial Camp for the District and Divisional Educational Officers, there should also be a 'District Camp' where the Divisional Educational Officer could meet the Inspector and the Sub-Inspectors of Schools in the District and discuss their common problems.

A second scheme framed by the Provincial Government is in respect of medical inspection of all students in the Elementary/High School and Collegiate stages. The proposal is that every member of a School or a College will be medically examined at the time of admission and once again during each of the three stages of basic, secondary and collegiate education. It is proposed to charge an annual fee of Re. -/12/- per pupil in the High School and Re.1/- in the Collegiate stages. Medical inspection in the Elementary stage will be free but will not, at any rate in the initial stages, be compulsory or universal. This is because of the number of pupils in the elementary stage. My suggestion was that the scheme in the elementary stage may first be applied to girls and gradually extended to boys.

The Hon'ble Minister for Education, Madras, also discussed his programme of Visual Education for the Province. The Government of Madras have been able to secure British films at the rate of Rs.100/- per film and provision of Rs.30,000/- has been made in the budget for building up a Film Library. These films will be shown only by persons possessing a licence, and in addition, Cinemas in the Province will be required to show 2000 ft. of educational films per show. News reels will also count as Educational films for the purpose. The Provincial Government propose to finance the scheme by charging annual fees at the rate of Re.1/- ~~each per year~~ from Middle School pupils, Rs.2/- ~~each per year~~ from High School pupils and Rs.3/- ~~each per year~~ from Collegiate students.

Another point I discussed with H.M. Education, Madras, was the question of construction of school buildings. The

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Madras Government estimate that the cost of building for elementary and secondary schools on the scale recommended by the C.A.B. would be 122 crores. This is on the assumption that a building to accommodate 5 classes of 40 boys each would cost Rs.9,400/-. This is certainly beyond the means of the Government. The H.M. Education, Madras, told me that the Madras Government are proposing to tackle this problem by depending primarily on local initiative and help. They have provided in this year's budget a sum of Rs.10 lakhs out of which grants will be made to private or local bodies on the following basis. For elementary schools, Government will bear half the cost of building not exceeding Rs.4000. In the case of secondary schools, the Government will similarly contribute half the cost provided this does not exceed Rs.35,000. On a similar principle, the Government will contribute sums not exceeding Rs.50,000 and Rs.70,000 respectively for junior and first-grade colleges.

While the existence of the Provincial Advisory Board is a welcome feature, I would suggest that for day to day work a smaller Executive would prove more helpful. I also feel that there should be higher level Officers-in-Charge of (a) Basic and Social Education and (b) Technical Education. There is no doubt that these have been neglected in the past but are now becoming more and more important in the present context. Basic and Social Education apply to the whole community, and technical education is becoming almost equally extensive. Persons employed in agriculture and industry constitute the vast majority of the people in all countries of the world and for them, some kind of technical education is now-a-days almost indispensable. I would, therefore, suggest that the small Executive proposed above may consist of -

1. The Hon'ble Minister for Education - Chairman
2. Secretary, Education Department.
3. Dy. Director of Technical Education.
4. Dy. Director of Basic & Social Education.
5. Director of Public Instruction - - Secretary.

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I. BASIC EDUCATION

During the conference with the Director of Public Instruction, Madras, I was informed that out of 70 lakhs of children of school age in the Province, 35 lakhs are attending elementary schools. The Government intend to bring the remaining 35 lakhs of children into a scheme of compulsory elementary education within a period of 10 years. I was informed that the 5-year plan aimed to bring in 2.6 lakhs of children each year to school in the first 5 years and to bring 5.6. lakhs during the second quinquennium. In 1945-46, the scheme aimed at bringing 1.70 lakhs to school, in 1946-47 to enrol an additional 2 lakhs of children, while under the new scheme sanctioned for 1947-48, a further 1.5 lakhs of children would have been brought to school. The Government have, however, temporarily suspended the further extension of the scheme of compulsory elementary education. It was stated that this has been done (a) in order to review the actual progress made under the scheme so far, and (b) because Government have under consideration a proposal of converting all elementary schools in the Province into basic schools.

It is estimated that the number of schoolless villages with a population of 500 or more in the Presidency is about 3500. The cost of opening schools in these villages will be about 30 lakhs. This is a part of the general plan for compulsory elementary education but is intended to be covered in the first 5 years.

In Coimbatore, I visited several schools in the area where compulsion has been introduced. I saw the Nanjundapuram Nadar School and other aided schools and the two Podanur London Mission School, one for Boys and the other for Girls. I also saw Podanur Roman Catholic School. The Nanjundapuram School is housed in quite a good building. Though this is not a basic school, some attempt has been made to give a craft bias to the instruction. Spinning is taught in some of

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the higher classes and there is also some attempt at gardeni

In the Podanur London Mission School for Boys, the Headmaster was very keen and had made some attempt to give the boys social education. Extra curricular activities like visits to nearby places of interest and Sugarcane Factories and making of simple devices like toys telephones keep up the interest of the boys and make them more alert without much additional cost. Simple instances like this show the importance of the role of the teachers. Both the London Mission Schools are suffering from lack of space but the children seemed to be well-cared for and fond of their work.

The Podanur Roman Catholic School has set up two new one-room buildings. I was told that the cost of each building was about Rs.4,500, met partly out of the Government of India grant of Rs.2,000/- each. The rooms were 60' x 18' each with walls on one side and Bamboo Jaffrey on the other. This increased ventilation and light and was also economical. The school is run by nuns and seemed to be one of the best among the non-basic schools I visited.

On the 9th September, I visited Periyanaickenpalayam which is one of the most important basic education centre in the South. It started with the Shree Ramkrishna Mission Vidyapith founded in 1930 by Shri T.S. Avinashilingam. In the course of years, the school had been converted into a basic high school. The basic craft used is wood-work and carpentery. This is in some respect an innovation, as most basic schools in India are centered round spinning. In addition, there is also some provision for agriculture and gardening. There is a small workshop and smithy and attempts are being made to introduce tailoring as a craft.

The school is run as a self-contained community and the pupils carry out most work connected with the school. The only exception is cooking which is done by paid cooks, but here also the pupils help in preparing vegetables and helping to clean utensils, etc.

The boys run their co-operative store and bank. On arrival, every boy has to deposit all his money in the bank and is issued a cheque book by which he can purchase articles from the co-operative store, which stocks, besides stationery and papers, other articles likely to be used by boys.

The school is divided into four houses and there is competition between the houses, not only in respect of sports, but also in art and other cultural activities.

In addition to the high school, there is the Gandhi Training School and a Junior Basic School attached to the Training School. The Training School has now been loaned to the Madras Government and is training teachers of basic schools from all over the Province. I met some of the teacher-trainees and found that they were keen and enthusiastic though some of them expressed concern about the meagre pay of teachers. This is a general problem all over India, and it must be squarely faced. Unless the standard of emoluments of teachers is improved, no system of education can yield the desired results. The teacher is the key-stone round which alone our future educational structure can be built.

The school attached to the Training School has five grades and uses spinning as the primary basic craft, though there is some provision for gardening. The difference between the ordinary types of teaching and teaching through a craft was quite perceptible. I visited other schools in the neighbourhood and was impressed by the difference in deportment and conduct of the children in the basic school. There could not be any intrinsic difference between the children in these different schools, as they come from the same racial stock and are brought up more or less in the same surroundings. The difference in their general behaviour was, however, remarkable. While there were clever boys and girls in the other elementary schools, I did not find in those schools the same spontaneity and freedom as I found in the children of the basic school.

There was also a noticeable difference in discipline. In the basic schools the children were both more self-confident and more disciplined. A simple thing first attracted my notice to this fact. When we asked any question in the ordinary elementary school, the whole class suspended all other work. In the basic school, only the child addressed gave the answer and others continued with their work. Whenever the boy or the girl who was asked could not answer the question, some other child was, however, ready to give his help.

This basic school has also a system of class ministers and executives. It was amusing to see how seriously these little children took their duties. The Health Minister in one class was a little girl of about 8 or 9 and yet she was supervising the general cleanliness of her class in a most efficient way. The children were made to feel members of one community and as such responsible to and for one another. There can be no better method of teaching citizenship.

This combination of self-confidence and discipline in a basic school is not accidental. The fact small children produce material objects serves to increase their self-confidence and give them the satisfaction of tangible achievement. It is common knowledge that confidence increases one's ability. These children gain confidence through their work and this has an immediate bearing on their studies. On the whole, I found that the basic school children were fully as well, if not, more well-informed than their fellows in the ordinary type of schools.

I suggested to the Headmaster of the Basic High School that he should arrange to take boys of the senior schools at least once, if not twice, a month to the Polytechnic and Engineering College at Coimbatore. Even if they spent 3 or 4 hours at a time in the workshop of the Polytechnic or the Engineering College, it would tend to make them more machine-minded and increase not only their general knowledge

but also their competence. Principal Vishanathan of Engineering College, who accompanied me, readily supported this suggestion and said that he would be willing to offer all possible facilities to pupils from basic schools to come and observe workshop practice.

My general comments on the scheme on Compulsory Elementary Education in Madras are as follows :-

(1) Where Basic Education has been introduced there is generally one craft, viz., spinning and weaving. This seems undesirable, this gives no choice to children with different tastes and abilities. Gardening, clay-modelling and wherever possible wood-work should also be introduced. Such variety is necessary not only to meet the requirements of children with different abilities but even more to give the children a sense of freedom and choice. One of the essential features of Basic Education is the development of spontaneity in the child. This would largely be lost if he is compelled to take to the only craft offered in the school.

(2) I found that about an hour in the morning and an hour in the afternoon was devoted to the craft. Two out of 5 or 6 hours of the school-day seems a rather large chunk. Also, one hour at a time may be a little too long for the smaller children. I would suggest that at least in the case of children below 9, the duration may be somewhat reduced.

(3) Where Basic Education has not yet been introduced, immediate steps should be taken to introduce some craft. Craft biased school would, in any case, be better than ordinary schools. Introduction of a craft should not be difficult for a Province like Madras, where the importance of manual training had been recognised even before Government decided to adopt Basic Education.

(4) The basic school should be looked upon as a step towards polytechnisation of all schools. In Soviet Russia great progress in education was made by centring it round crafts. Children were allowed to work on wood and other

other materials of construction. Adolescent and adults were given the opportunity to understand the construction and use of machinery. This proved of great interest to them, as it offered the prospect of immediate improvement in their skill and earning capacity.

(5) While I was impressed by the quality of children in the basic school at Periyanaickenpalayam, I cannot help feeling that part of the school's achievement was due to the quality of the teachers. Most of the teachers there are pioneers and volunteers. They have a sense of dedication to their work and can therefore bring out more from the children than would be the case with teachers in ordinary schools. With the spread of basic education and acceptance of it by the Government, there would be some lessening in the missionary zeal of the teachers. This must be compensated by attracting to the profession the best possible men and women and also making their work more interesting and varied. Increase in the emolument of the teacher is also essential, for without satisfied teachers, no system of education can function, and so long as teachers are starved, they can never be satisfied. This however is not all. The suggestion about the need for variety of craft made in (1) above, is necessary from the point of view of the teacher as well. More crafts will mean both more teachers and also more facilities for each teacher. I would also suggest that there should be some provision for refresher courses for teachers at least once in every 5 years to break the monotony of their lives asmuch as to improve their efficiency and skill.

(6) Experience has shown that the products of the children have hardly any economic value for the first 2 or 3 years. During this period, there is bound to be loss and wastage of materials. Only from the 3rd year onwards could the children be expected to produce things of <u>some</u> economic value. Any attempt to force the children to be economically productive before this age is likely to have an undesirable effect on

their future development. At the same time, there is no reason why from the 4th year onward, the products of the children should not be useful. It is a part of the training that the goods the children produce should be good. There is no virtue in producing shoddy things. We have reports that in Bihar, the products of children in the 7th and the 8th grades leave some surplus after meeting all expenses of the pupils. This fact may be kept in mind in considering the question of extending Basic Education upto the 8th grade as soon as possible.

(7) At the same time it must always be borne in mind that the school is a centre for training citizens of the future and not a factory for turning out goods for present consumption. The craft on which education is centred should draw out the inate abilities of the child and also make him realise the organic nature of society through this correlation with other subjects. While, therefore, some of the goods produced by the child will be useable, there should be no attempt to make his education narrowly utilitarian. Besides, it should be remembered that even a child of 14 is at best an apprentice and the attempt to make him proficient at this age can be successful only if the standards are kept down. From the point of view of the community, it is better ~~to have~~ that the child of fourteen should be a a half-trained technician capable of further development than a trained craftsman of a low order.

II. Training of Teachers.

I was informed that in May 1946, provision was made for the training of 4,000 additional teachers of whom 2,000 would be secondary grade teachers and 2000 higher grade teachers. Provision was also made for the training of higher elementary teachers as it was felt that it was not yet possible to eliminate this grade of teachers. Sanction was accorded for opening 100 new training schools in 1946-47, 50 for secondary grade and 50 for higher grade. The entire additional expenditure on account of the opening of these training schools in Board and aided schools including the cost of additional accommodation was met from provincial funds. The period of training for secondary grade teacher was reduced from two years to one as a purely temporary measure and the qualifications for admission were also relaxed. The rates of stipends were increased by 50%.

The opening of additional training section was sanctioned during the year 1947-48, but as in the case of further extension of the scheme of compulsory elementary education, the scheme has been dropped from 1948-49. I was told that this was due mainly to the fact that the Government of Madras were now considering a scheme submitted by the D.P.I. by which all elementary schools in the Province could within a period of ten years be converted into basic schools.

The only post-war training section continued during 1948-49 are the senior sections of the training classes opened in June 1947. This section will close by the end of 1948-49. Sixteen additional training schools - 9 secondary and 7 elementary - have been opened in 1948-49 to meet the demand for teachers in areas in which compulsory elementary education has been introduced.

In order to hasten the introduction of basic education throughout the Province, ordinary training schools have been converted into basic training schools. Basic training schools

under private management have also been given grants from provincial funds. At present there are 37 basic training schools functioning in the Province. Elementary schools functioning in and around the basic training schools are being gradually converted into basic schools. 42 elementary schools have been so far converted into basic schools.

M 15-6 CF The Government have already in their letter No.2520-Edn dated 25th November 1947 informed the Government of India that they proposed to introduce ~~the~~ compulsory elementary education only up to the V standard, in the first instance. The question of extending the scheme of compulsory education up to the VIII standard will be taken up after the scheme has been put into operation throughout the Presidency. The Government have also been following the principle of extending compulsion from age to age in certain selected areas in each district. It, therefore, representsa deviation from the report of the C.A.B. of Education, but since then the C.A.B. have decided that compulsory education should be from age to age and not from area to area.

The suspension of the scheme of training of teachers seems to be a retrograde step. The justification that the Government propose to convert all elementary schools into basic schools does not fully meet the point. Experience has shown that trained teachers can be more quickly converted into basic teachers than teachers without any previous training. Once a teacher has some training, he can be more quickly initiated into methods of basic schools and taught the art of correlation between craft and academic subjects. It is hoped that the Madras Government will extend the facilities for training of teachers at all grades as quickly as possible.

III. PAY OF TEACHERS.

I was informed that, in pursuance of the recommendations of the C.A.B. of Education, the Madras Government have revised the pay of teachers in educational institutions. They have not, however, found it possible to enforce uniform scales of pay for teachers in Government schools, those under local bodies and those under private management.

From figures supplied to me, I find that the pay of a trained teacher in a lower elementary school under private or panchayat management ~~was~~ is as low as 18. In local bodies the corresponding rates are 23-1-35 and in Government schools 23-1-35. I was informed that recently Government have revised the rates and asked ~~the~~ panchayats and private managements to pay at least Rs.20/- to the teachers. Even this is too low. ~~though this~~ The revision proposed by Madras Govt. would mean additional expenditure of Rs.8 lakhs for Government schools, Rs.92 lakhs for elementary schools under local bodies and Rs.82 lakhs for elementary schools under private management, Rs.30 lakhs for secondary schools under local bodies and Rs.44 lakhs for secondary schools under private management. In the case of Government schools and all elementary schools under private management, the entire additional expenditure is met by the Government. Local bodies have been asked to meet the additional cost for elementary schools from their own funds and orders have been issued directing increase in the rates of education tax wherever necessary. In respect of secondary schools, Government will pay half the cost of revision for schools under local bodies and two-third of the cost of revision for schools under private management. Of the total expenditure of Rs.256 lakhs involved in the revision of salaries, the Madras Government's share is Rs.134 lakhs per year.

The D.P.I. reported that if the salaries of teachers recommended in the report of the C.A.B. of Education are enforced, a further sum of Rs.125 lakhs will be required.

My general comments would be that the scale of

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Rs.25-1-35 which is still paid to lower elementary school teachers under Government is too low. The scale of most elementary school teachers in schools run by local bodies or private management is even more deplorable. The Government rate of Rs.45-3-60-2-90 should be introduced as this represents almost the minimum necessary for a living wage. It is also undesirable to have two scales operating side by side in Government and in other schools. Even in the case of elementary schools under private management, the entire additional expenditure is met from provincial funds. There is thus no reason why a uniform rate should not be enforced. Madras Government may also consider whether it would not be better in such cases for the Government to take over the management and administration of such schools. While there is a great deal to be said for ~~increasing~~ encouraging local initiative and responsibility in the administration of education, it is necessary that the Government should prescribe certain minimum standards which must be maintained.

So far as pay of teachers in Colleges is concerned, I would repeate the former suggestion of this Ministry that the personal pay in vogue in Madras University should be amalgamated with existing scales so that every lecturer may expect to rise to Rs.450 or Rs.275, as the case may be, without further reference to the Syndicate. Similarly, the scales of pay in the Annamalai University are distinctly low and should be revised. A complete statement about the scale of pay of both professional and subordinate instructional staff in the College of Engineering, Annamalai University may also be sent to this Ministry.

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IV. MIDDAY MEAL FOR PUPILS

I was informed that the scheme of supplying mid-day meals to school children in compulsory areas was introduced in 1945-46 and continued during 1946-47, but has since been discontinued on mainly financial considerations. This is a retrograde step, for this was one of the most attractive features in the Madras scheme of compulsory education. The midday meals also increased the school attendance without enforcement of any penalties. I was informed that in areas where compulsion has been introduced, the attendance of children has shot up from about 22% of school-going children to about 50% to 60%. In areas where full meals were provided, the attendance was in some cases as large as 80%.

Even apart from this aspect, the provision of a school meal is desirable as it would contribute towards the improvement of the health of school children and would thus be a sound investment for the future welfare of the nation. The cost estimated for the 5-year period was Rs.12,87,60,000. At the end of five years, the annual cost would be about Rs.4 crores. This is no doubt a very large amount, but in view of its importance to the welfare of the future citizens of the Province and the fact that it would represent not more than 20% of the cost of Education when basic education is universal and compulsory, the Government of Madras may explore the possibility of re-introducing the scheme. I would also draw attention to the fact that as and when the full eight-year basic course is introduced, the products of craftwork of pupils of the senior basic stages would tend to make a net contribution towards the entire educational budget. Where gardening and agriculture are used as crafts, the cost of supplying the mid-day meal would be considerably reduced. If a free meal could not be supplied, the Government may at least examine the possibility of providing subsidized meals as has at times been done in respect of factory workers or Government employees during the war. The school children certainly have a greater claim to such subsidy than any other class of population of the ~~MADRAS~~ Province.

V. TECHNICAL EDUCATION

I visited the Guindy College of Engineering in Madras and Sir Arthur Hope College of Technology in Coimbatore. The Guindy College has been built on generous lines. Inspite of large increase in the number of students, it is still able to provide the necessary facilities. I was informed that there are at present about 500 students reading for the degree and about 600 for the diploma or the overseer's certificate. The college is well-equipped and when it is relieved of the congestion due to the presence of students from the Alagappa Chettiar College of Engineering and Technology, it should be able to handle its students without difficulty.

Sir Arthur Hope College of Technology, Coimbatore, is now in its 4th year, but permanent buildings have not yet been constructed. Originally it was proposed to acquire a site of about 1000 acres near the aerodrome, but recently the Government have decided to acquire 100 acres in the neighbourhood of the Forest and Agriculture Colleges. While 100 acres should be adequate to meet the requirements of an Engineering College, this would not be adequate if later on the Madras Government decide to develop it as an Institute of Higher Technology. One Higher Technological Institute is to be established in the South, but with growing industrialization, a time may come when it would be necessary to have at least two, if not three, of such Institutions in South India. A H.T.I. would require much more space, and the present site is surrounded on all sides. I was informed that originally a site of about 1000 acres had been chosen near the aerodrome. I was told the value of land in the present site is great and that it would be possible to acquire the original 1000 acres and construct the College buildings out of the sale proceeds of the present site. The Government of Madras may examine whether this is so, for if this report be correct, it would mean a substantial saving for the Government. ~~Polytechnic schemes were introduced in 1946-47 under Industries Department~~

In any case, the Madras Government should take an early decision, as the location of the College in temporary premises has an adverse effect both on the teaching staff and the students. I found that the workshops and the laboratories are maintained on a temporary basis, as the present buildings in which the college is housed are on a temporary lease and the lease is due to expire at the end of this year. ~~This has an effect on both teachers and taught.~~ I was informed that steps are being taken to set up temporary structures on the permanent site and would advise that this should be done as soon as possible.

In furtherance of Technical Education in the Province, a scheme of polytechnics was started in 1946-47 under the Industries Department. The scheme is continuing and I feel there is great scope for still further extension. I saw the Arthur Hope Polytechnic and the P.S.G. & Sons Charitable Industrial Institute at Coimbatore. Both of them are well equipped and hold great promise for the future. As I have already stated, the polytechnisation of schools is important not only for the industrial development of the country, but also necessary for making our educational system more complete and varied. Experience in other countries has shown that boys who may not be good at academic study, may do quite well in crafts and trades. It is also generally agreed to-day that culture is not necessarily acquired from merely literary education. Technical Education is fully as capable of developing the personality of young men and women as formal instruction in the three R's. Basic school may, from this point of view, be regarded as only the first step towards further polytechnisation.

I found that the building for the A.C. College of Technology of the Madras University was being constructed through contractors. The first floor is almost ready and I was informed that the construction may be completed by the end of this financial year. This would be good progress and would take off a great deal of the load from the Guindy College.

The College of Engineering at the Annamalai University has been continuing for the last three years, but I was informed that the buildings, with the exception of the workshops, are not yet ready. The buildings should be expedited. As I have already stated in connection with the Arthur Hope College of Engineering at Coimbatore, the work of both teacher and taught suffers for the lack of a permanent structure.

I was informed that the Engineering College of Vizagapatam is now temporarily housed at Kakinada on buildings purchased from the military. Even the site has not been selected at Vizagaptam. I can only repeat the remarks already made about Sir Arthur Hope College at Coimbatore.

In Ananthapuram, the Engineering College has been started in buildings purchased from the military. The accommodation available is not adequate and it is proposed to have additional buildings on an adjacent site. Though not fully satisfactory, the position is somewhat better than in the three other new Engineering Colleges.

(VI) 45 70

VI[illegible]. SECONDARY EDUCATION

For Secondary Education, the policy of the Government is to depend primarily on local bodies and private agencies. There has recently been a large increase in the number of schools in the Province. At present there are over 1100 schools and I was told that by the end of next year, about 1400 schools are expected to function. It is proposed that there should be at least one high school for boys in each Taluqua. To begin with a Middle School is to be opened in a Taluqua and it should later be developed into a high school. In order to encourage local bodies and private agencies to open schools in backward Taluquas, Government have thought it necessary to give teaching grants towards the full net cost of maintenance of the school, subject to a maximum limit, for a period of 5 years from the opening of the school. The general principle that Government will pay half of the net cost in respect of schools under local bodies, two-third in respect of schools under private management has been waived in the case of these schools in backward areas. In addition, a non-recurring grant of Rs.3,000 has been sanctioned for each school for purchase of equipment. Under these schemes, three model schools were opened by local bodies and two middle schools converted into high schools during 1947-48. In the current year, the Government have permitted the opening of three Middle Schools and the conversion of three Middle Schools into High Schools. At present there are three Taluquas which have no high schools. The question of converting one of the middle schools in each of three Taluquas into a high school will be taken up during the budget year 1949-50.

In the case of high schools for girls, it was considered necessary to make grants at special rates to schools newly opened in the areas not served by any girls schools. The Government have permitted the opening of six new middle schools for girls. No programme of development has yet been

drawn up, but the Government of Madras feel that separate high schools for girls should be provided in a large number of towns with a population of over 5,000 which are not served by such schools. I was informed that while the majority of schools for boys are run by local bodies or private agencies, girls schools are generally under Government management. It seems that the Madras Government do not favour co-education at the high school stage.

Under the scheme for re-organization of secondary education, a provision has also been made for the introduction of teaching of Hindustani in high schools. A second language has been made compulsory from forms I to III in high schools and it seems likely that a large number of students will take up Hindustani in view of its importance as the federal language. The Government of Madras have directed that provision should be made for the teaching of Hindustani in all middle schools in which the language is not now taught. The Government have also decided to make grants-in-aid to maintain special schools providing for the Visharad and Prabhakar courses, in order to encourage private management to train as many teachers as possible. Hindustani will be introduced in all Government middle schools in the current year and in non-Government middle schools to the extent to which qualified teachers are available.

Another scheme now being considered by the Madras Government is the introduction of bifurcated courses in the secondary stage. New courses of preliminary training in secretarial work, engineering, agriculture, drawing and painting, domestic science and cookery and music and dancing are being introduced from Form IV to Form VI. This has been done in 50 selected schools. Each school was also allowed to introduce one technological course. If the scheme is spread over 10 years, the courses will have to be introduced in about 100 high schools a year. In the case of aided schools,

the Government have decided that teaching grants should be calculated at three-fourth of the net cost of running the courses, subject to a maximum of Rs.1450/- per annum per school for a period of 5 years from the introduction of the course. Equipment grant up to a maximum of Rs.5,700 may also be made for such schools.

My general comments are that an increase in the number of high schools is inevitable with the growing desire for education. As compulsion is extended from age to age and area to area, the demand for high schools is bound to increase. It is, however, necessary to ensure that higher education is not merely literacy. Experience in other parts of India has shown the danger of such developments. From this point of view, the provision of vocational courses in the secondary schools is to be welcomed. I can understand the prescription of only one technological course for each school, but feel that this would tend to defeat the main object of introducing vocational training. Finance would obviously prevent the provision of all the courses in all the schools, but it seems desirable that there must be at least one school in each district which offers a variety of courses.

The provision for teaching Hindustani in high schools is also a move in the right direction. As the Committee of Vice-Chancellors and the Committee of D.P.Is appointed on the recommendations of the C.A.B., pointed out, the best results may be attained by offering sufficient facilities for such instruction without imposing compulsion at the out-set.

VII. UNIVERSITY EDUCATION.

I was informed that the Chemistry Laboratory buildings of the Loyola College are almost complete. The Government of Madras are now considering whether they would recommend the original scheme which included the construction of also a library and an auditorium as part of their post-war Development Plan for 1947-48.

I was informed that out of the grants of Annamalai University for the construction of hostels, only one with accommodation for 120 students had been so far completed.

The building for the new College of Muslim Women in Madras has been transferred to V.L. Atheraj who is running a private college for women. I was told that as the number of Muslim girls was very small, there was no longer a demand for a separate College for Muslim women. The buildings have now been loaned to Mr. Atheraj for 5 years free of charge and he has been asked to construct buildings for his college during this period. I was informed that the authorities of Atheraj College are negotiating for two different sites and a decision is expected fairly soon.

I was informed that B.Sc. courses have been introduced both in the Muslim College, Madras, and in the Ceded District College, Ananthapur, now called the Government College, Ananthapur.

The Natural Science block at Kumbhakonam Government College has been completed. The temporary building for Domestic Science Classes of the Queen Mary College, Madras, are under construction.

VIII. PHYSICAL EDUCATION.

I was informed that the scheme for the training of physical training instructors and instructress has been post-poned for the time being, but will have to be taken up again. It is hoped that this will be done as soon as possible. The Y.M.C.A. College of Physical Training at Saidapet is at present training physical instructors for the whole of India and they could, I believe, organise some special short-term courses for training teachers for physical trai ning institutions.

The Government of Madras have also decided to introduce military training for boys and girls in all education institutions in terms of the National Cadet Corps Act passed by the Government of India. Recruitment to Senior Division will be made from male students of colleges. Recruitment to a Junior Division will be from among boys in high schools. At present, Madras Government do not propose to have a girls Division. The Senior Division will consist of 2250 cadets and the Junior Division of 6000 cadets. The cost of raising the Corps has been estimated to be about 22,83 lakhs and the cost on account of training of officers at 1,80 lakhs.

In the current year, it is proposed to raise 2 Infantry Battalions of the Senior Division of the National Cadet Corps and one Engineer Unit of the University Officer Training Corps, Madras. The Cost of equipment and maintenance of these infantry battalions is estimated at about 6,26 lakhs. The Government will also have to construct armouries for the safe custody of arms and ammunition and other equipment at an estimated cost of 2,5 lakhs for the current year.

IX. OTHER SCHEMES.

In addition to the schemes discussed above, which were part of the post-war Development Plans of the Madras Province, some new schemes have been introduced by the Government. The cost of the schemes at present introduced and the progress of expenditure in subsequent years have been estimated to be Rs.1,55,000 in 1948-49 and Rs.1,37,000 thereafter per year for adult education. For the expansion of Basic Education the cost is estimated to be Rs.11,83,000 for 1948-49, Rs.18,31,000 for 1949-50, Rs.25,87,000 for 1950-51, Rs.31,87,000 for 1951-52 and Rs.51,12,000 for 1952-53.

For adult education, a scheme of citizenship training has been drawn up. As already stated, a camp was recently organised where Education Officers from all over the Province were invited to undertake an intensive course of training. The Government have sanctioned the opening of six rural colleges for adult education in the Province. An officer has been appointed for the training of teachers in citizenship. Projectors are being purchased for exhibiting films in order to attract the adults. One hundrend citizenship schools are proposed to be opened during 1948-49. Six centres, two in each of the linguistic areas of Tamilnad and Andhra and one each in Malabar and one in South Canara are to be opened during 1948-49 for training of the staff for adult literacy work. The method to be followed is the Laubach method. Teachers will be trained to prepare slides and use magic lanterns. They will also be trained in community singing and principle of organising village libraries and clubs.

SECRETARY, EDN. AND P.H. DEPT. GOVERNMENT OF MADRAS 4 OCT [illegible]

51 76

Fort St. George, Madras,
Camp: Madura,
Dated 3rd October, 1948.

Dear Mr. Humayun Kabir,

Let me thank you for your letter of the 25th September and your review of the educational activities in the Madras Province. There have been some minor errors but they do not matter.

With regard to the constitution of a governing body for the Music College and the contribution of the Madras Government, you would have already received our letter agreeing to make the contribution on the lines of the U.P. Government. The constitution of the governing body is somewhat different from what you talked to me. We had suggested that there should be equal representation between the Government of India, Madras and the University of Madras, but now, your suggestion is somewhat different. Before making any final suggestion in the matter, I shall be glad to have the constitution of the U.P. Music College.

Now that the Government of Madras have promised to make their contribution, I hope you will kindly arrange to issue specific orders for the opening of the college itself at least in the next month.

We shall be glad to have an early reply over the matter.

Thanking you,

Yours sincerely,

159

Mr. Humayun Kabir,
Jt. Educational Adviser,
Government of India, New Delhi.

Copy to Secy., E. & P.H.

Edn and P.H Dept

A.

D.No: 6212 3A. From the Govt of India, Ministry of Edn. No: F. 15-14/48-P dt 16-8-48.

—

Post-war. Educational Development schemes. Visit of Govt of India Officer to Madras.

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Please see the letter to the Govt of India ~~and~~, their reply on ff 13-14 and 15-17 cf respectively. For orders whether the Govt of India may be informed that the dates ~~fixed~~ suggested for Prof. Humayun Kabir's visit viz 6th to 9th September will suit this Govt.

The Govt of India desire that short notes dealing with the topics mentioned at A on ff 15-17 cf ~~should~~ may be prepared and sent to them in advance or kept ready for the Professor. For orders whether the D.P.I may be ~~asked~~ requested to prepare these notes and send them to Govt; if necessary the notes can be supplemented here.

The file may be circulated to M. (Edn).

may come between 6 & 9 A.
In the meantime note may be prepared & submitted ahead. Action be taken & wire may be sent.

TSA
25-8-48

A draft telegram to the Govt of India and a draft memo to the D.P.I are submitted

25/8/48.

I am sorry I am not able to go through the note as I am not feeling quite fit. The Secretary may go through it and ~~submit~~ do as needful

4-9-48

4 SEP 1948
GOVERNMENT OF INDIA

XXX

Secy. E. & P.H.

Please see herewith a note of the Jt. Educational Adviser to the Government of India, Mr. Humayun Kabir and my reply to him.

3-10-48

H.M. Education.

Mr. Humayun Kabir has made a number of suggestions in his note on pp.51-75 c.f. It is not clear from H.M's letter to Mr. Kabir on p.76 c.f. whether any specific action should be taken on the suggestion. H.M's specific orders may first be taken. A copy of the note may be sent to the D.P.I.

5-10-48

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G.G. N 2537 6-10-48

Please note all

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M.R.O. 1—5,006—16-10-50.

(1) Number of pages_____

(2) Date of repair_____

(3) Initials of the Referencer_____

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Government of Madras

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