Secrt. II-27—100,300—21-5-48.

(1948) Department.

MS. SERIES.

G.O. No. MS 2563 Educ.

Dated 13 . 10 . 1948

[Despatch Abstract.]

Education — Reorganisation Schemes -
Papers recorded.

Back Papers.

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

Further Papers.

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

(2)

Office of the
Director of Public Instruction,
Madras.
Dated 11-8-48.

From

Sri V.K.Krishna Menon,
Deputy Director of Public Instruction,
MADRAS.

To

The Assistant Secretary,
Education and Public Health Department,
Fort St. George, MADRAS.

Sir,

Ref: Your T.M. dated 10-8-1948 regarding statistics.

I am enclosing a statement incorporating the particulars regarding the total number of schools and colleges and the total expenditure in them during the years 1940 to 1947.

Yours faithfully,

Dy. Director of Public Instruction.

Encls: One.

11/8/48.

Seen
11/8/48

(M)

	No of Institutions								Total Expenditure							
	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47
									Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
For Boys.																
Total No. of																
Ele. Schools.	36,222	35,326	36,689	32,830	32,218	31,841	31,723	31,975	12,22,17,126	2,15,47,335	2,30,84,287	2,38,84,412	2,59,69,090	3,21,57,010	3,85,22,295	4,82,55,972
Secondary Schools	530	543	558	559	570	599	631	720	96,69,168	1,00,42,581	1,05,67,461	1,06,39,480	1,19,09,144	1,34,78,465	1,68,94,623	2,04,42,978
Colleges.	68	69	68	70	71	72	81	89	44,06,220	45,02,740	50,16,721	49,35,719	52,92,571	57,98,350	76,63,818	99,54,361
For Girls.																
Total No. of																
Elementary Schools	4,474	4,360	4,275	4,245	4,181	4,179	4,193	4,173	45,49,830	45,02,775	47.11.912	48.63,215	54,20,344	64,09,412	74,71,465	89,50,964
Secondary Schools	93	98	103	119	131	146	165	181	20,47,268	21,49,367	20.91,214	22,92,471	24,25,911	28,79,843	34,18,214	43,19,021
Colleges.	9	9	9	10	11	12	12	14	3,38,621	3,67,583	3,81,165	4,62,878	5,08,789	7,66,835	8,59,539	11,35,635.

T. M. (4) 5

From.

The Asst Secy to Govt, Edn & P.H. Deptt

To The Principal, Engg college, Guindy

Issued
RD
24/8

Please let me know at once the number of students admitted into each of the Govt Engg colleges during the current academic year. Only information about the total number of students admitted in the first year class need be furnished.

DPH
24/8/48

Hom
24/8/48

Ed & H Copies

D.O. No. (17) 3/2 Dated 24-8-48

Dear Mr. Krishna Menon,

Please see your u.o. note, dated 10th August 1948, offering remarks on the notes prepared by H.M.(Edn.) ~~to be circulated~~ for circulation to the members of the Legislature on the reorganisation scheme in education. H.M.(Edn.) ~~wants~~ desire to have particulars regarding institutions and scholars and expenditure on ~~these~~ institutions for the year 1947-48 also. Particulars regarding institutions and scholars at the end of July 1948 may also be furnished if available. H.M. has sent a note to the D.P.I. on 23rd August 48, on these points. Kindly arrange to send the particulars as early as possible, within a week at the latest.

this item form enclosed

Yours sincerely,

Sri Krishna Menon,
Dy. D.P.I.

(9)

C.F. 304.

OFFICE OF THE _____

Date _____ 19 .

Hours _____ Minutes _____

TELEPHONIC MESSAGE.

From	To
The Principal Engg. College	The Asstt. Secy to Govt. Edn. & H. Deptt.

Sundy

R-Cb. Your T.M of date.

I give below the total number of students for admission into the Govt Engg. colleges during the current Academic year.

College number

Selected for admission

and.

[Please write on both sides.

C.F. 304.

OFFICE OF THE _____

Date _____ 19 .

Hours _____ Minutes _____

TELEPHONIC MESSAGE.

From | To

Colleges.	No. Scheduled for Admn.	No. already admitted
1. College of Engg. Guindy	1215	125.
2. Anna Univ. College of Technology Coimbatore & Madras Guindy	75	75.
3. College of Engg. Cocanada	105	105.
4. -do- Anantapur	75	75.

[Please write on both sides.

D.O. Office of the Director of Public Instruction,
Madras, 31st August 1948.

(8) 13

Dear Mr. Balakrishna Menon,

Sub: Particulars regarding institutions, scholars, etc., 1947--48.

Ref: Your D.O. dated 24-8-1948.

I am enclosing a statement showing the particulars required by you in your D.O. cited. The figures given for 1947--48 are only approximate as the annual returns have not been received completely. It is hoped that the figures will not be far different from the actual ones.

Particulars at the end of the July 1948 are not available.

Yours faithfully,

Director of Public Instruction

Enc: 1.

To
Sri I. Balakrishna Menon,
Asst. Secretary to Government,
Education & Public Health Department,
Fort St. George,
Madras.

Number and Strength of Educational Institutions and the Expenditure incurred on them

year	Colleges			Secondary Schools			Elementary Schools.		
1947-48	Number	Strength	Expenditure in lakhs	Number	Strength	Expenditure in lakhs	Number	Strength	Expenditure in lakhs.
			Rs.			Rs.			Rs.
Men	93	37,729	117.07	784	4,18,379	231.05	32,216	31,92,513	673-64
Women	14	2,251		187	58,370		4,177	5,02,704	
	107	39980		971	476749		36393	36,95,217	

(9)

16

17

(2)

Edn and P.H. Dept

Memo No. 74229/Pub.1/Edn dated 5.10.48
~~742-4~~

Pamphlet - (Education) Re-organisation schemes
~~in the Education Dept~~ - Distribution

—

Copies of the pamphlet mentioned above will be distributed as follows:—

Members of the Madras Leg: Assembly Members of the Madras Leg Council	One copy each — To be distributed by the S.I.P.R.
Members of the Provincial Advisory Board of Edn. Members of the S.S.L.C. Board	One copy each. To be distributed by the D.P.I.
P.A. to the Hon'ble Minister for Education	3 copies — 3 out of remaining 25 have been supplied to the Director of Information and Publicity — 75.

the remaining copies will be stocked in the office of the D.P.I.

D.M. 6/10/48

(inserted under instructions from P.S.)

To Pub/ The S.I.P.R.
& D.P.I. 6/10

Director of Publicity & Information

By 6/10/48

(1)

Secretary, E.& P.H.

I had promised a note to be circulated to the members of the Assembly on the reorganisation schemes in education of the Government. I have prepared a note and send/ing it herewith. I have left certain blanks for figures and statistics. I might have also omitted to mention certain other facts. The respective sections may go through them and make them uptodate and make any corrections, if necessary, and kindly send them back so that/it may be sent for print. If they have any other suggestions to make, they may also be made.

In the end, statistics of figures showing the progress of the various types of education viz., elementary, basic, secondary and collegiate may be put up. If possible, the pamphlet must be ready in a couple of weeks.

ISA
4-8-48

H.M. Education.

SECRETARY, EDN. AND P. H. DEPT. 4 AUG 1948 GOVERNMENT OF MADRAS

Copy to the D.P.I.

U.O.

3

12

Ref: Draft note of the Hon'ble Minister for Education dated 4--8--1948 to be circulated to the members of the Assembly on the re-organization schemes in Education.

---

1. The following figures are supplied:

Page 3 - line 1:

No. of Basic schools started in 1947/48: 27.

Page 3 - line 2:

No. of new Basic Training schools started in 1947/48: 5.

Page 3 - line 4:

No. of Basic Training schools started in 1948/49: 9 by conversion of existing training schools and 1 new, total 10.

Page 2 of section 'Advisory Boards': line 1:

No. of Committees established:

(a) By Government: 2 (for Citizenship and Physical Education).

(b) " the Hon'ble Minister: 1 (Advisory Committee to the Special Officer

(c) " the Director of Public Instruction: 24 (for drafting syllabuses for Re-organized Secondary School Courses).

2. The following corrections are pointed out:

Section on improving the status of teachers and the Inspectorate - paragraph 2 - line 10:

"for promotion to posts of secondary grade men in secondary schools" read "for promotion to posts of secondary grade teachers in secondary schools".

2. 4

Section relating to Secondary Education - page 3 - Section 5 - line 10:

For "Civil Engineering" read "Engineering".

Section relating to Secondary Education - page 3 - Section 5 - last 2 lines:

For the words "give a definite avocation" read "lead them to definitely vocational courses, or as in the case of Secretarial course lead them directly to a vocation".

3. The following may be added if considered necessary:

(a) Under Secondary Education as the last point:

Reform of Examinations:

Along with the Committee which made recommendations on the details of the Re-organization of Secondary Education, a Subcommittee was appointed to review the present system of examinations and to recommend a more reliable system of testing the capacities of the candidates, taking into account their practical capabilities and assessment of personality. The Committee recommended 2 schemes, one for ultimate adoption and the other for immediate introduction if found acceptable. The chief recommendations consist of two parts; firstly the making of a provision for taking into account the work of the student throughout the school course; and secondly provision for rating practical abilities, social behaviour and general factors of personality.

(b) A further paragraph may be added on the Scheme of Visual Education in Secondary Schools introduced during 1947/48:

Recognising the large and important part played by visual appeal in the education of children, Government took steps during 1947/48 for the introduction of Visual Education in schools. For this

p11

p13

Received 10/8/48

pp 4-5 above
p 1 ante
+ this was prepared here
pp 5 to 10 has been added to
based on
p. 1 ante
Publishment of this
from this
as soon as
it is received

60360

3. 5

purpose they appointed a Visual Education Board consisting of progressive educationists with one of the officials of the Education Department as the Secretary and approved a scheme for the regular exhibition of educational films in schools and the levy of special fees to meet the expenses of exhibiting pictures. The Board reviewed applications from exhibitors and notified for the information of schools the names and addresses of registered exhibitors. Reports of the Board previewed all the educational films which were available from the exhibitors and graded them and published a graded list in the Fort St. George Gazette.

To

The Secretary,
Education & Public Health Dept.,
Fort St.George,
Madras.

E. & P. H. Dept.

The corrections suggested in the D.P.I.'s note above under paragraphs 1 and 2 have been indicated by pencil in the note of H.M.(Education.). Orders of H.M. may be taken whether the additions suggested in paragraph 3 of the note may also be made in H.M.'s note. A statement of statistics required by H.M. has been added at the end of the note. Orders of H.M. are also required as to whether the note may be sent to the Press for being put in type. It seems necessary to provide a suitable heading for the note. Perhaps it may be "A NOTE on ~~UNDER~~ REORGANISATION SCHEMES IN THE EDUCATION DEPARTMENT" (for circulation to M.L.As. and M.L.Cs.)

11/8/48 S

Secretary, E.& P.H.

Please see herewith a corrected copy of the pamphlet that we propose to issue. The blanks with regard to the figures have to be filled. They may be filled. I had also asked for progress of education in the last 5 years in elementary, secondary, collegiate and technical education. Figures submitted here do not cover all of them. If possible, I would like to have figures up to July 1948. Even the figures for 1947-48 have not been given. Those figures may be obtained and submitted along with the increase in the no. of institutions of the various kinds. The pamphlet must be published soon and so the figures may be obtained immediately. ISA 20.8.48

H.M.Education.

Copy to D.P.I.

SECRETARY, EDN. AND P. H. DEPT. 28 AUG 1948 GOVERNMENT OF MADRAS

The figures are not available in the Secty. Dept. It may not be available in the D.P.I.'s Office also. He may have to collect them from his subordinate Officers. Let him do below us for appl.

24.8.48

DSM 24/8/48

Resubmitted with the figures filled in on pages 7, 8 and 19. ~~and 20~~. 4, 5, 16

2. Figures for 1947--48 from available data at the moment are also submitted. — p21 last line in the statement.

3. Figures up to July 1948 are due from the Inspecting Officers at the latest when they come for the conference on the 4th September and these will be consolidated and submitted as early as possible.

D. O. Lawrence Richmond
31.8.48
Special Officer, Office of the Director of Public Instruction, Madras.

IV

The figures required by H.M.(Edn.) have been supplied in this draft on Educational Reorganization Schemes. The figures for 47-48 in respect of special schools are not available. The statement on pp.23-25 need not perhaps be printed. A set of important orders issued by Govt.has been attached to this draft. A draft note to the S.G.P. to put the matter in type and send a proof at a very early date is put up below. H.M. may see for approval for the slight corrections indicated in pencil.

The file now is in two typewriters viz the Secretariat Records & H.M.(Edn.) (in the latter) pages 1 to 4 & pp. 21 to 23 are also seen but no indication is seen.

DSM 19/8/48

ASM 19/8/48

S 19/8/48

H.M.(Edn.) 11/8/48

I split a book the Assembly returned

9/8/48

The Pamphlet may be published on the model of the Guide Book on Citizenship Training ~~xxxxxx~~ here below. It may be published by the Department of Public Instruction itself as the other book and printed. The name of the person who prepared need not be mentioned. The title of the book may be, as suggested by the Assistant Secretary, "Education - Reorganisation Schemes". As in the Guide Book, the matter may be divided into separate headings and the contents shown as follows:

Numbering unnecessary

(1) Basic Educatio. Page

(2) Raising the status of the teachers.

(3) Advisory Boards.

(4) Secondary Education.

(5) Collegiate Education.

(6) Technical Education.

(7) Adult Education.

(8) Appendix.

Only those G.Os. which deal with the actual principles of Reorganisation need be published viz.,

A 1

(1) G.O.No. ~~3094~~ 1394 Edn, dated 29-5-48 as amended in G.O. No.1643, dated 26-6-48.

(2) G.O.No. ~~3095~~ 1395, dated 29-5-48.

(3) G.O.No.846, dated 9-4-48.

13 1

The statistics in the end may be only for five years, i.e. from 1943-44 to 1947-48, as found on page 21 of the note. Along

with it, the statistics for Technical Education, i.e., Engineering Colleges, may also be given. The statistics for Special Schools found on pages 23-24 need not be given.

A picture of Gandhiji may be put in. If a better picture of Gandhiji is not available, the one in the Guide Book to Citizenship Training may itself put in. A relevant saying on 'Education' by Gandhiji may be put in in the place where the saying of Pandit Jawaharlal Nehru is put in the Guide Book. ~~Perhaps the~~ D.P.I. may be entrusted with the work. The type and print and paper may be the same as in the Guide Book. A final proof may be shown to me but that maynot be necessary if I am not in town and if the D.P.I. is satisfied that ~~everything~~ all right.

TSA
2-9-48

'A' + 'B' have been attended to. A draft G.O. note to the D.P.I. is subd.

DRM
2/9/48 S

H
Educ.

It is understood that copies of the pamphlet are ready. H.D. may kindly say to whom they shd. be distributed.

DRM
5/10/48

H
Educ.

H. (Edn.)

Copies may be sent to all Members of the Legislature including H.Ms. About 100 copies may be sent to my P.A. for being distributed to others, Ministers of other Provinces, educationists, etc.

They may also be sent to the members of the Nat. Adv. Bd of Education & the S.S.L.C. Bd & the Pioneer-2 the copies may be sent to the D.P.I.

TSA
5-10-48

SECRETARY, EDN. AND P. H. DEPT.
2 - SEP
GOVERNMENT OF MADRAS

2 pol

A draft memo is subd with reference to the minute of H. dl. (Edn) on the previous page.

DRM
6/10/48

H Educ.
6/10/48.

[Issued as Memo No 74229 A/48-1 Edn dt 6/10/48]

The papers may now be

Order No. No 2563 Edn Dated 13.10.48

Recorded.

DRM
7/10/48

H Educ.
7/10/48

Re Grant
" Abstract
Education - Reorganisation
Scheme - D[illegible]
Papers recorded

Spare copy

16 11

This Note has been prepared to give an idea of the reorganisation schemes in education of the Government of Madras. The important Government Orders relating to the reorganisation are also appended herewith. I must express my thanks to the members of the numerous Sub Committees who have laboured hard to evolve this scheme. I must also thank Sri Ariyanayagam, Secretary of the Hindusthani Talimi Sangh who has taken considerable interest in establishing the training schools in Basic Education in this province. I must also thank many others who by their suggestions have contributed towards the preparation of the syllabuses and other details.

The one view that has been kept throughout these various items of reorganisation ~~are~~ is to bring up our children with strength, nobility and character. While we want to build a good body and a great intellect the necessity to uphold social, moral and spiritual ideals, ~~have~~ has also been kept in view. The Government will be always glad to consider any constructive suggestions that may be made for the improvement of the schemes.

Ours is the great task of laying the foundations for a glorious future for this great country. It is in our homes, schools and colleges that these foundations should be laid. It is necessary that the reorganisation of education in this country should be taken up from this point of view and the Congress Government, immediately after they assumed power, addressed themselves to this very important question.

Basic Education.

Our education in the past has been considered to be merely bookish and negative. It has been said that it has stifled initiative, confidence and courageous action and has not suited the genius of our country. This matter has exercised the minds of the best of our leaders and it was given to Mahatma Gandhi, the great Father of our Nationand the Architect of our F reedom, to give a lead in this direction also as he had done in many other directions. He found that education to be real, must be based on activity and experience. But he also found that we cannot afford to spend large sums of money on these activities as has been done in many foreign countries. He wanted to devise a system of education which, while providing various activities for the growth of the child, will be within the means of this country. The principle of education through activities was by no means new. Learning through activity and experience is an accepted educational principle throughout the world and Mahatmaji only voiced the opinion of the leading educational reformers of the world when he pleaded for such an education. Activity through a continuous craft, which, while giving the child scope for activities, will also train the child in a useful craft, is his important contribution to educational idealogy.

In 1937, Mahatmaji summoned a conference of educationists to consider his ideas in education. The conference generally endorsed his suggestion and a committee with Dr. Zakir Hussain as Chairman and Mr. Ariyanayagam as Secretary, was appointed to draw out detailed syllabuses on that basis. The first conference took place at Wardha and the first experiment under the scheme was also conducted in Sewagram near Wardha where Mahatmaji stayed. I t was for this reason that this type of education came to be called the Wardha Method of Education. The Zakir Hussain Committee submitted its report on Basic Education. This was gone into by the Central Advisory Board of Education which appointed a Sub Committee to go through the scheme in

details.

details. On the recommendation of that Sub Committee, the Central Advisory Board of Education, in its report on post-war Educational Reconstruction, popularly known as the Sargent Report, accepted the main principles of Basic Education and advocated its acceptance throughout India thus putting its seal of approval on the main principles that emanated from Mahatma Gandhi. The Government of Madras have accepted Basic Education as their policy in elementary education. They have accepted it because they believe that the principles of Basic Education, if properly put into effect, will succeed in drawing out the best qualities in our children and developing their personality to the fullest extent.

A beginning to introduce Basic Education was made in this province in 1938 but, before anything could be done, the Congress Ministry resigned. It was nearly seven years after, that it had to be begun afresh when the Congress Government came into existence in 1946. The Zakir Hussain Committee advocated a period of seven years' compulsion and the Sargent Committee Report a period of eight years. This Government, while agreeing to the benefit that will accrue by a larger period of compulsion, accepted as a practical measure, compulsion for five years. They have also accepted the syllabus as drawn out by the Hindusthani Talimi Sangh for Basic Schools for these five years and have started training teachers on that basis.

In 1946, two training schools for teachers were started one at Vinayasram in Guntur District for the Andhradesa and the other at Periyanaickenpalayam in Coimbatore Dt. for Tamil Nad, where there was an atmosphere suitable for the purpose. In that year, ~~training~~ trained teachers were re-trained for Basic Education. During 1947-48, 27 Basic schools were started with the help of these re-trained teachers. In the same year, seven Basic Training Schools were started in the province. In addition to sending eight candidates for re-training in Sewagram, arrangements were also made to train the staff of our training schools in this province itself. Out of the staff so re-trained, ten more Basic Training Schools were started in the current year.

The Government have put for themselves a time-limit of about five years within which all training schools in the province will be converted into basic training schools. In order to do so, they have started the re-training of L.Ts. and the other staff of the training schools at Perianaickenpalayam and at Pentapadu. Staffs of training schools in the West Coast are being sent to Wardha this year for re-training and it is hoped that within a few years, facilities will be provided for aided training school staffs also to be re-trained on basic lines at these centres. It is expected that within the time limit fixed by the Government, all the training schools in the province will be converted into basic training schools.

With the acceptance of basic education as the policy of Government with regard to elementary education, it is also necessary that all elementary ~~education~~ school teachers should be re-trained in the ideology of basic education. We have nearly 32,000 elementary schools with 1,25,000 teachers. The re-training of such a large number of teachers is a tremendous task but it has to be done. Though, in the beginning a course of about six months is necessary for re-training, it is possible that with the expansion of basic education and by conversion of all training schools into basic education, teachers will be more and more acquainted with the principle of basic education and the period of training may become shorter. Plans for giving such training as may be necessary are under active consideration of Government.

With regard to the expansion of elementary education (I want to make it clear that elementary education in this context means elementary education of the basic type), it is the earnest wish of the Government that the system of compulsory elementary education should be effectively put into practice within the next ten years. A Cabinet Sub Committee has been appointed to go into the matter in detail and evolve a definite scheme for the purpose.

6

19

17

Improving the status of teachers and the Inspectorate.

Any scheme of reorganisation of education for its efficient working must dependupon the persons that work the scheme, i.e., the teachers and others who will be responsible for the success of the scheme. And so, the Government have taken up also the question of raising the status of teachers and the Inspectorate. The salaries of teachers of all categories have been raised. The grants for aided elementary schools have been considerably enhanced and in order to assure the aided school teachers a fixed income, separate grants have been paid to managements for the purpose. Besides, arrangements are being made to disburse their salaries on a monthly basis.

In order to provide various scopes for elementary school teachers, opportunities have been given for them to qualify themselves to become teachers of secondary grade and later on of high schools by appearing for examinations privately. The responsibility for the payment of dearness allowance to elementary school teachers will be taken up by Government and even the rec ent increase to Government employees in the dearness allowance has been made applicable to the teachers in elementary schools. To provide greater scope for those teachers in non-Government service, it has been decided that 40 % of posts of Junior Deputy Inspectors in Government service will be filled up by recruitment from secondary grade trained teachers under aided and local board managements.

With regard to teachers in secondary schools, the Government have compelled the aided managements to pay them at local board rates and to help them to do so, the Government have come forward with a two-thirds net grant instead of the original half. Teachers in aided schools have been agitating for a long time for the revision of the form of their agreements with the managements so that they may be given stability of tenure and right of appeal against orders of aided managements. The Government have considered the matter in consultation with the Provincial Advisory Board of Education and have revised the forms of agreement which provides for both ~~xxx~~ thus giving them permanence and stability. Teachers in high schools have also been given scope for recruitment as District Educational Officers in Governmentservice. These scales of dearness allowance applicable to teachers in Government schools have also been

made available to secondary school teachers in all managements and the Government are paying their share of dearness allowance to the aided secondary school teachers. The Government are also contemplating the selection of Lecturers from aided institutions for Principals of Government Colleges. Thus, it will be seen that it is the policy of Government to raise the status of teachers as far as possible within the present circumstances.

In the interest of securing better people for the Inspectorate, the Government have taken other steps also. Till now, the age of recruitment for Government service in the Education Department was 30 years and only L.T. or B.T. trained persons were recruited. In order to attract a better type of men and women to the Education Department, the Government have issued orders providing for the recruitment of well qualified graduates without L.T. training under ~~a~~ 25 years of age and sending them for training on stipends of Rs.50 p.m. each. To provide for greater prospects for School Assistants and Deputy Inspectors of Schools in Government service, the proportion of promotion to the first grade has been increased to 33 1/3% instead of the original 20%. Other steps have also been taken to make the Inspectorate more efficient and better equipped.

Advisory Boards.

As soon as the Congress came into power in 1946, they took up the task of reorganising elementary education and accepted basic education as their policy. They turned their minds towards the reorganisation of secondary education also. The Government were anxious to know and get into touch with the public opinion on these matters. With this object in view, they issued a d etailed questionnaire to over a thousand persons and associations interested in education. Over 700 answers were received from individuals, associations and teachers organizations. These were all gone through, correlated and tabulated. The Government established two Advisory Boards, one for Basic Education separately and m the other the Provincial Advisory Board of Education, to advise Govt. on all other aspects of education. Later on, the Technical Education Board was also constituted on the advice of the expert committee appointed for the organisation of the new Engineering Colleges. Sub Committees of the Provincial Advisory Board for Secondary, Collegiate and Adult Education have also been formed. Thus, it will be seen that the Governmen are anxious to establish bodies consisting of experts experienced in education to advise them on educational matters. All the important reforms initiated by Government and the reorganisation of the educational system as well as such matters as the Library Legislation, have been placed before these bodies and their opinion elicited.

On receiving the various suggestions through replies to the Questionnaire, the Government took up the reorganisation of secondary education in right earnest. The matter was referred to the Secondary Education Board. That Board appointed a sub committe to go into the matter fully. That sub committee

consisted of distinguished educationists, principals of prominent colleges, representatives of universities and others. After considering the matter for many months, they submitted a report, which was considered by the Secondary Education Board. After having been approved by the Secondary Education Board, the report was again considered by the Provincial Advisory Board of Education. After approval by the Provincial Advisory Board of Education, the general principles of re-organisation were generally approved by Government and as many as 27 committees were established to go into the details of the scheme and to work out the detailed syllabuses. The members of these committees were drawn from the most experienced people in the teaching profession throughout the province. These distinguished men and women who have laboured for education, many of them for more than a quarter of a century and who were leaders in various spheres in the educational world gave the best of their experience in drawing up these syllabuses. After the revised syllabuses were drawn up, they were published in the Gazette for eliciting public opinion and in the light of public opinion received, the Govt. approved the reorganised scheme of education and the draft syllabuses drawn for them. The thanks of the Government are due to these devoted savants in the field of education who worked so hard and well to bring out this new scheme of secondary education.

(27)

The main defects that has been pointed out in the old system of education are that it trained people to be merely clerks; that it did not develop leadership and self-confidence in our boys and girls; that it did not provide them with any professional training and above all, that it did not contribute to the formation of good character and high ideals and did not impart civic sense or the sense of citizenship to our children. It has been said that it was devised by an alien Government to find employees to help them to run the Government at their behest and has not resulted in producing a large number of men and women of initiative imbued with great ideals and devotion to the country.

The present reorganisation of education seeks to remove these defects. But it is not enough to view the reorganisation merely from this negative point of view. It must also have positive ideals and objectives for which it must work. There must be a revolution in our view of education, particularly about the objectives of education. In olden times, it was said that the object of education was to give knowledge and to sharpen the intellect. But today, we have found by experience that mere giving of knowledge is not sufficient and mere developing the intellect at the expense of character and social sense may lead to undesirable consequences. And so, education to be true and of lasting value, should, in addition to giving knowledge and sharpen the intellect, also develop character and social s... Our boys and girls must be made to feel that higher consists not in their own personal satisfaction or aggrandisement, but in serving the community and t... State. Education in free India should possess the characteristics of education of a free people in which men and women are trained to think freely, ... and act with discipline and have ideals of servi...

Coming to the means of education, the old type of education was centred round books. People thought that if one crammed certain books and reproduced it in examinations, he was a learned man. This degenerated to such an extent that real knowledge was lost sight of and only undigested passages remained in the minds of students. Reformers in the educational field throughout the world, have pointed out that real knowledge can be achieved only through activity and experience. While the value and importance of books in the interpretation of the experience cannot be belittled, it is necessary to remember that real knowledge can be built only by experience. The present reorganisation of education takes note of these factors and seeks to give knowledge to the individual children by providing it with varieties of experience on which it can build its education.

The main aspects of reorganisation are:

(1) The introduction of crafts as basic activities in schools in the middle school stages as a continuation of the principle of Basic education accepted in the elementary schools. In addition to exploiting the possibilities of craft for the purpose of education, this will also give a vocational bias to such of those children as may intend going for trade schools or in[illegible]ssions at the end of the middle school stage.

(2) The introduction of citizenship training, is [illegible] aspect in the reorganisation of education. This, it consists of the main elements of scouting, uses activities for educational purposes. To put forward [illegible] of the society and group before one's own is [illegible] which every child must cherish if we are to evolve [illegible] and stable society. Confidence and strength of

character must be the basis on which the life of every boy and girl must be built and these are intended to be inculcated through the citizenship training courses.

(3) The new meaning given to social studies. Previously, the various subjects such as Civics, History and Geography were studied as separate subjects without proper correlation with one another. While Civics was studied for examination, the civic sense [illegible] was absent. Various activities such as excursions to places of interest, sharing the responsibilities of the school with the child and inculcating the practice of democratic principles in the schools through various methods have been made part of the syllabus under this head. This, apart from providing many interesting activities to the child, will succeed in giving real rather than merely theoretical knowledge in these matters.

(4) Another very important aspect of the present reorganisation scheme is the difference provided in the curricula for boys and girls' schools. The same curricula for both these types of schools has not resulted in giving proper training to our girls. With that object in view, home craft has been made the basic craft for all girls' schools, so that it will train them for life. While it is not the intention to prevent any girl from taking the subjects that she chooses to study when she goes for higher studies, this aspect of reorganisation seeks to train the large majority of girls for the avocation which they may choose in life, later on.

(5) That our schools lead our children to blind alleys and do not teach them any useful craft or train them for professions of any kind has been one of the complaints against the present day education. For the last 15 years, many Committees of education have

considered this matter and have suggested what are called bifurcated courses in the high school classes, so that a large majority of students, who have a taste for such avocation, may take to those courses. What has been talked of for the last many years is sought to be given effect to under the present re-organisation scheme. Engineering, Secretarial, Agriculture, Teaching practice, Domestic Science, Drawing and Painting, Music and Dancing are provided in the bifurcated courses. The number of these bifurcated courses may increase according to the needs of the Society. At present, a few schools limited in number have been chosen for these courses so that they can work efficiently to be examples to those that follow later.

(6) In the matter of languages, the regional language gets its rightful place as the first language. Then comes the second language group. Hindi, Sanskrit, Arabic and the other Indian languages form the second language group. A boy can choose any one of the languages in that group as his second language. English comes as the third language to be begun in the II form. This is so far as the Middle School is concerned. In the High School, the regional language is given eight periods, four of which are optional and four compulsory. Such of those people as want to study the regional language in the optional periods also, are free to do so, and such of these as want to exercise their option in favour of Hindi, Sanskrit or any other Indian language are free to exercise their option and study any one of those languages. English continues right up to VI form.

The Government should clear a misunderstanding that exists in the minds of some people that Hindi has been made compulsory. It is not so. Hindi is not

compulsory in any part of our curricula. It is absolutely optional in both the Middle School and High School stages and it is open for anybody to take Sanskrit, Arabic or any other Indian language in the Middle School stages or the regional language itself in the High School stages.

The Government would like to point out the high place that has been given to the regional language. Previously, one can avoid the regional language even in the II form stage and take Sanskrit or any other language. Until recently, it was not also the medium of instruction in schools but now not only has provision been made for the study of the regional language by all pupils but it has also been made the medium of instruction in the schools. The Government have been taking various steps to develop the regional languages in many ways and there is absolutely no ground for fear that the regional language will in any way suffer by taking one of the languages in the second language group.

(7) Training for Citizenship Course.

With regard to citizenship training, the Govt. have made arrangements for training nearly 1,000 teachers this year. It may be seen that in the Adult Education Scheme published by the Government, citizenship training figures prominently. Sanction has been accorded for organising a series of camps for this purpose. The first two camps have already trained nearly 180 persons both men and women. It is also intended to organise 8 training courses each to train about 100 teachers in the various mofussil mofussil centres such as Tiruchirapalli, Coimbatore, Salem, Cuddapah, Bellary, Vijayawada and Calicut. A Special Officer has been appointed for this purpose.

(8) Reform of Examinations:

(8) Reform of Examinations:

Along with the Committee which made recommendations on the details of the Re-organization of Secondary Education, a Sub Committee was appointed to review the present system of examinations and to recommend a more reliable system of testing the capacities of the candidates, taking into account their practical capabilities and assessment of personality. The Committee recommended 2 schemes, one for ultimate adoption and the other for immediate introduction, if found acceptable. The chief recommendations consist of two parts; firstly the making of a provision for taking into account the work of the student throughout the school course; and secondly provision for rating practical abilities, social behaviour and general factors of personality. The matter is under consideration.

(9) Visual instruction:

Recognising the large and important part played by visual appeal in the education of children, Government took steps during 1947-48 for the introduction of Visual Education in schools. For this purpose they appointed a Visual Education Board consisting of progressive educationists with one of the officials of the Education Department as the Secretary and approved a scheme for the regular exhibition of educational films in schools and the levy of special fees to meet the expenses of exhibiting pictures. The Board reviewed applications from exhibitors and notified for the information of schools the names and addresses of registered exhibitors. Members of the Board have previewed the educational films which were available from the exhibitors and graded them. A graded list of such films has been published in the Fort St. George Gazette.

ADULT EDUCATION.

Now, coming to Adult Education, it is absolutely necessary that we should give attention to this aspect of education also. With adult suffrage as the basis of our Constitution, it is necessary to take up seriously the education of our masses. Till now, there has been no considered scheme of adult education in the province. Originally, there were a few night schools in existence here and there but many of them were closed after some time. During the war, the Government actually discouraged these night schools.

Adult Education may be conceived in three parts:-

(1) ADULT LITERACY SCHOOLS;

(2) INSTITUTIONS FOR ADULT EDUCATION, and

(3) THE ORGANISATION OF A LIBRARY SYSTEM

throughout the province so that those who had already been educated may, through books, educate themselves further. The Government have taken up seriously all these three branches of adult education. The scheme of adult education adumbrated by Government provides for the opening of adult literacy schoo throughout the province. This is only the beginning. Numerou adult literacy schools are expected to be opened throughout the country through Government aid. Adult Literacy work requires a different training from that given to teachers for teaching children in schools. And so, provision has been made for the training of teachers for teaching in Adult Schoo such training schools have been opened under the Adult Litera ...e chalked out by Government.

... Adult Education programme consists of two parts, ...ths and the other for adults. The direction of ... proper channels is a very important aspect of work ... also the Government must attend to. The citizenship ...ining envisaged in the Adult Education programme seeks to ...ive training not only to teachers on the new citizenship courses introduced in schools but also gives scope for young men and women through these courses, to learn to channelise the enthusiasm of young folk in social service and other ben

rcial activities. Provision has also been made for training workers in social service on Gandhian ideology. The syllabuses of these courses provide for a rural approach to the problems and give a basic grounding for such of those people as would like to take up service in the villages as a labour of love.

Provision has been made also for the starting of rural colleges throughout the Province. Syllabuses have been framed for these colleges in all the four regional languages. Two types of rural colleges have been evolved so that they may suit the needs of both men and women engaged in various activities. An examination will be held at the end of the two years course when certificates of proficiency will be given. They have been put under grant-in-aid system so that as many institutions as may be needed may be started throughout the province. It is expected that as time goes on, these rur colleges will supply the educational needs of various communities and professions throughout the province.

I may refer here to the Library legislation now pendi before the Legislature. The Library legislation provides for the establishment of well-organized libraries throughout the province. Till now, the growth of he libraries has been haphazard. They have not been given proper direction. It is the intention of Government to develop a well-knit libr organization throughout the province as one of the main inst ments of adult education. It is also the purpose of Govern- ment to develop a system of aided libraries so that scope for opening such libraries could be given wherever local people are forthcoming to start them. Local libra ting rities will be constituted under the Bill with st powers enabling them to establish such libraries w ols their area and a central library will also be est bli at Madras under a Director of Public Libraries. This w also contemplate the bringing into existence of travelling libraries as well as using the libraries as far as may be possible for adult education purposes.

Provision has also been made for Visual Instruction under the Adult Education Scheme.

COLLEGIATE EDUCATION.

Coming to the matter of Collegiate Education, the Government had intended to take up the matter of reorganisation of Collegiate Education also and for that purpose, appointed an Expert Committee consisting of distinguished educationists of all India reputation. In the meantime, a resolution was passed in the Central Advisory Board of Education requesting the Government of India to appoint such a body. This Government understand that, in pursuance of that resolution, the Government of India are contemplating the appointment of a Commission to go into the matter of reorganisation of collegiate education. It is also expected that the Committee will go to work immediate and give their report within a year of their appointment. On the receipt of their report, such measures as may be necessary for the reorganisation of collegiate education will be taken up by this Government.

Research is an important aspect of education. While colleges have grown in number, and along with them the number of students admitted into colleges and graduates going out of the colleges has also increased tremendously. But, there m be atleast a few institutions in which work of a much higher calibre is done and research is organised. It is the intentio of Government to make the Presidency College such an insti With that end in view, on the advice of the University, th Intermediate classes in the Presidency College have been shi to the Government Muslim College. The Government have also ordered the institution of a new chain of professors of a higher grade in the Presidency College. A Committee cons of representatives of institutions where high grade r sear done and others is being appointed by Govt. to advise the to the steps to be taken to convert the Presidency C a high grade institution doing research.

The Government have also given grants to Un to develop courses in new subjects such as Atmosph rology and other subjects in the Andhra University.

It is the intention of Government to have at least one college in every district so that people in the moffussal may have opportunities of sending their children to colleges. With this end in view, a Government College was opened in Cuddapah this year. All the other districts except the Nilgiris have now one or more colleges whether Government, local board or aided.

With a view to bringing the work of the Universities up-to-date, the Government have also taken up the amendments to the University Act. A Committee was appointed by the Madras University for that purpose. On the report of the Committee, the Syndicate and the Senate of that University considered the matter and their recommendations have been received by Government. The Government have, in their turn, appointed another committee to go into these amendments and the matter of introducing a Bill to amend the Madras University Act is under active consideration. Representations have also been received about the need for amending the Andhra and the Annamalai University Acts and these also will be taken into consideration in due course.

ICAL EDUCATION.

policy of Government to encourage technica
much as possible. Technical educ ation may be
kinds:

1. That part of technical education which may be calld
e-technological which is given in our reorganised technica
schools. These will provide subjects like Civil Engine
ich have been provided for as bifurcated courses in hi
ls.

2. The second type of institutions are the polytechnic.
are managed by the Industries Department and are cateri
a higher standard than is contemplated in our technical
gh schools but lower than what are recognised by the Univer-
ties.

3. The third category provides for technical education at the University level in our Engineering Colleges. Before 1945 there was only one Engineering College in the Province. In 1945, the Arthur Hope College at Coimbatore was opened. In 1946, the Vizagapatam College was established in Cocanada and the Anantapur Engineering College was opened at Madras. Early in this year, the Anantapur Engineering College has been shifted to its own place in Anantapur.

Originally there was provision only for the Basic Engineering courses of Civil, Mechanical and Electrical. 1945-46, Highway Engineering and Electrical Communicati also introduced. It is proposed to provide for Textil nology and Automotive Engineering in the Coimbatore Col . The Government have also under consideration proposals to vide also Aeronautic, Naval and Public Health Engineering courses of instruction in the Engineering Colleges.

With the increase in the number of colleges, the number of students in the Engineering Colleges has also been increased considerably. Before 1945, it was 486 in the two colleges then existing. In 1948-49, i.e., in the current year, the number of students in the Government Engineering Colleges above was 1,402; the other Colleges viz., A.C. College of Technology, Guindy, Andhra University College of Technology, Waltair and Engineering College attached to the Annamalai University, have not yet sent their latest figures, but they had even at the end of 1946--47 a total strength of 498. The figure for 1948-49 is thus not less than 1,900.

Thus, it will be seen that after this Government c
ower both the number of colleges and the subjects prov
in them have increased.

A suggestion has been made that the degree courses i
Engineering Colleges may be reduced from 4 years to 3 year
This matter was referred to the Technical Education Board.
The Technical Education Board agreed that it is possible to
reduce the period from 4 to 3 years without impairing effi-
ciency and appointed a Sub-Committee to go int the matter
in detail. The Sub-Committee reported on similar lines and
the matter has now been referred to the various Universities.
If this reduction in the period of the course is accepted,
it is possible that we shall be able to admit nearly one
third more than we are admitting this year.

The matter of making our Engineering Colleges more
icient and uptodate is also under consideration of the
ment. A Sub-Committee of the Technical Education Board
n appointed to go into the matter and suggest ways and
for improving the efficiency of the colleges in various
ects. On receipt of the report, the Government may take
able steps in that direction.

There are other schemes which are under the consideration of Government which have not been mentioned in the account given above. The most important of them are military training to be given to boys in schools and colleges; medical inspection in schools; provision for a film library so that the modern methods of instruction through films may be systematically developed in our schools etc. These schemes are under the active consideration of Government and the Government expect to give their considered opinion in the matter in the near future. God willing, Government hope that by these measures they will be able to reorganize education on a sound basis so that we may pave the way for a great and glorious future for this great country.

No. and Strength of Educational Institutions and the Expenditure incurred on them -- 1947-48.

(2835)

		Number of Institutions.	Strength.	Expenditure in lakhs. Rs.
Colleges:	Men.	93	37,729)	
	Women.	14	2,251)	117.07
Secondary Schools:	Boys.	784	4,18,379)	
	Girls.	187	58,370)	231.04
Elementary Schools:	Boys.	32,216	31,92,513)	
	Girls.	4,177	5,02,704)	673.64

R.O.C.NO.1036-J/48

Office of the
Director of Public Instruction,
Madras, Dated 26-10-1948.

From

The Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

Sir,

Sub: Pamphlet - Education - Reorganisation schemes.

Ref: Government Memo. No.74229-A/48-1 Edn dated 6-10-48

I have the honour to report that 304 copies of the pamphlet mentioned above were received in my office and out of them, 200 were sent to the Honourable Minister for Education, Madras. The Superintendent, Government Press, Madras may kindly be requested to replenish me with these 200 copies so that it may be possible for me to distribute copies to all the departmental officers and keep the remaining copies under reserve. The distribution is being arranged to the members of the S.S.L.C. Board and of the Provincial Advisory Board with the copies avilable with me as per the instructions contained in the Government Memo. quoted above.

2. It is presumed that the Director of Information and Publicity will be supplied with 75 copies by the Superintendent, Government Press.

Yours faithfully,

for Director of Public Instruction.

RVR 27/10/-

(30) EPH(A)

Pamphlet Education Reorganization Schemes -

Read: Govt Memo 74229 A/48 - 1 Edn D 6/10/48
From the D.P.I. No 1036 J/48 Dt 26.10.48

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Memo No 81945 A/48-1 Edn D 8/11/48

The S.G.P. is requested to furnish another 200 copies of the pamphlet to the D.P.I.

The D.P.I. is informed that the D.I.E.P. has been supplied ~~the~~ with 75 copies already by the S.G.P.

The S.G.P. (para 1 only)
The D.P.I.

Note: May be filed with Govt as (P) after issue.