close
W

Scott II-27—38,004—4-11-46.

E & PH (1948) Department.

Ms SERIES.

G.O. NO. 849 Edn

Dated 12 · 4 · 1948

M 1-2-48
M 5-9-48
M 13-1-48
M 23-2-48
M 40-1-48
M 1-9-48

[Despatch Abstract.]

Schools - Secondary - Introduction of shift system - Papers - Recorded.

79
½
115

Department.	Date.	G.O.		
[illegible]	[illegible]	[illegible]		

Further Papers.

செப்பனிடுபவர் பெயர்

செப்பனிடுவதற்காக எடுத்துக் கொள்ளப்பட்ட நாள். June 93

செப்பனிட்டு முடித்த நாள் July 93

2/8/93

சரிபார்க்கும் மு.பா.எ. கையொப்பம்.

ஆராய்ச்சி உதவியாளர் கையொப்பம். 16/8/93

Edn. and P.H. Dept.(A).

4/23/1 23/1

LETTER/Ref.No. 2721 B2/47-1 Dated 22.1.47

To
The Secy. to the Resident,
Madras States, Trivandrum

Sir,

Shift system in ele. schools.

This Govt. propose to take up for examn. the question of having in ele. schools of the Presidency two shifts of work. It ~~has been~~ is understood that the Govt. of Travancore have considerably reduced the cost of their scheme of compulsory primary education ~~in the State~~ by adopting ~~the device of the~~ a shift system in their primary schools. I am directed to request that, if there is no objection, detailed particulars ~~xxxx~~ about the working of ~~as to how the/system was introduced and how it~~ the system ~~works now,~~ in the State, and copies of the ~~other~~ instructions

~~and~~ cases used in Govt circular

to officers of the Edn. Dept. and ~~xxx~~ to teachers, may kindly be ~~caused to be~~ obtained and furnished to this Govt. at an early date.

Y.O.S.,

21/1/47

E.&P.H. Dept. [B2]

~~Second~~ Ref Letter no 2721/B2/47/2 Edn. Dated 26.2.47

26/2

27/2

To

The Secy. to the Resident
Madras States, Trivandrum.

Sir,

Shift System in Ele. Schools.

~~Ref: My letter no 2721/B2/47-1 Dated 22.1.47~~

I am directed to invite attention to my letter no 2721/B2/47-1 dated 22.1.47, on the subject mentioned above, and to ~~request~~ enquire when a reply ~~will~~ may be expected.

Y.O.S.

24.2.47

24.2.47

25/2/47

5

No.P2-100/47.

Madras States Agency,
Trivandrum,
5th March, 1947.

4

From
The Resident for the Madras States.

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

Sub:- Shift System in Elementary Schools.

Ref:- Your letter No.2721 B.2/47-1 dated 22nd January 1947.

...

20024

Sir,

I have the honour to forward herewith a short note by the Travancore Government on the Shift System that is being followed in the Departmental Primary Schools in the Travancore State. A copy each of the instructions issued in this connection by the State Director of Public Instruction to the Inspecting Officers and copies of the Travancore Primary Education Act and the Rules thereunder are also enclosed.

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

N. V. Rengar.

For Resident for the Madras States.

ASST. SECRETARY TO GOVERNMENT
12 MAR 1947
EDUCATION AND PUBLIC HEALTH DEPT.

NOTE ON SHIFT SYSTEM.

Departmental Primary Schools in the State where shift system has been introduced work for 3½ hours in the forenoon shift and 3½ hours in the after-noon shift. The classes in the morning shift begin at 9 A.M. and disperse at 12.30 P.M.; those in the after-noon shift commence at 1.30 P.M. and disperse at 5 P.M. The schools work on Saturdays also and ordinarily maintain 200 working days in a year.

The Primary Schools have now the first five classes. In a primary school of the ordinary type with five classes, three teachers are employed. The Time-table is arranged as below.

Teachers A, B & C of whom A is the Headmaster are assigned work as follows:-

P.T.O.

Fore-noon	Class I	Teacher 'B' engages from 9 to 11.30	2½ hours
	Class II	Teacher 'C' engages from 9 to 11.30	2½ hours
	Classes I & II	Headmaster 'A' engages for expression work from 11.30 to 12.30 grading them for different kinds of Craft work or expression work	1 hour
After-noon	Class III	Teacher 'B' engages from 1.30 to 4	2½ hours
	Class IV	Teacher 'C' engages from 1.30 to 4	2½ hours
	Class V	Headmaster 'A' engages from 1.30 to 4	2½ hours
	Classes IIItoV	Headmaster 'A' engages from 4 to 5 for expression work.	1 hour

Thus each teacher has work only for five hours and the Headmaster 4½ hours every day.

The following rule is observed when class Divisions are increased.

	No. of teachers sanctioned
For a School with 6 or 7 divisions	4
For a School with 8 or 9 divisions	5
For a School with 10 or 11 divisions	6 and so on

An additional hand to assist the Headmaster in expression work and physical exercises is given when the number of divisions goes beyond 9, except when the number of divisions is an even number. The number of divisions to be engaged in the fore-noon and after-noon shift can be distributed according to the needs of each school.

A distribution of the periods is shown below. Working hours are divided into seven periods. The first period of 30 minutes and the rest 25 minutes each. The remaining 30 minutes to be distributed as recess according to convenience. The forty two periods in the week are distributed among the various subject as follows:-

Subject	Classes				
	I	II	III	IV	V
Language	15	15	12	12	10
Arithmetic	12	12	11	11	10
Geography	1	2	2	2	3
History	..	..	2	2	3
Hygiene	..	..	1	1	1
Civics	..	..	1	1	1
Naturestudy	2	2	2	2	3
Expression work	6	5	5	5	5
Physical education	6	6	6	6	6

Besides saving in the number of teachers to be employed there is also saving in the matter of accommodation and equipment. Where ordinarily a School caters to the needs of children for five class divisions i.e. about 200 children, double the number viz. four hundred can be accommodated and taught now. The provision of separate furniture and equipment for the second two hundred is saved.

Each teacher is now paid a salary of Rs.25/- plus war allowance of Rs.12/- and the Headmaster a salary of Rs.30/- plus war allowance of Rs.16/-. They are posted as far as possible in schools near their homes so that they can attend school in time.

The success of the whole scheme based upon the shift system will depend upon proper inspection. It must be done by competent people. The schools must be inspected at least once a week and proper directions should be given to keep at a high level the technique of teaching. The inspection must be well-planned and thorough. To improve this a number of Sub-Inspectors have been appointed, each Sub-Inspector not being given more than 20 schools on an average. Fifteen schools would be more manageable if the schools are scattered over a large area. The Sub-Inspects are encouraged to use the bicycle to enable them to pay surprise visits. Constructive criticism and constant inspection by Sub-Inspectors would keep up the standard of teaching and maintain the enthusiasm of the teachers.

An additional Sub-Inspector has also been appointed to supervise directly activities of children in Art and Craft in the schools.

The Attendance Committee constituted in the several pakuthies with the Sub-Inspectors as Conveners in accordance with the Act is the friend, philosopher and guide of the school and they look after the interest of the school in its varied activities and maintain the tone of the institutions under their direction, the members of the Committee being local men of standing and influence.

The Inspector of Primary schools has under him about 150 schools and he co-ordinates and compares the activities of the different sub-Inspectors. The system must be viewed as a whole to appraise its merit and work properly.

Copy of Circular No.13 of 1946 dated 11-11-1946.

Government have been pleased to sanction the basic pay of the tacher of a Primary School (Departmental) being raised to Rs.25/- with the usual war allowance. Shift system which has been tried and found useful and effective in the Compulsory Primary Education Area is being extended to all the Primary schools under the Departmental control in the remaining parts of the State as well. In this connection it has to be emphasised that the success of this system will to a great extent depend upon the equipment of the teachers, the intensity of their work and the effectiveness of the instruction imparted by them. It is hoped that the "Teachers Manual" which has been published under the auspices of this (Education) Department, a copy of which has already

been.......

been supplied to every Primary School in the State will helop and guide the Primary School teachers in getting a proper perspective of the new methods in addition to giving them practical guidance in the matter of instruction in the different subjects in the Primary Schools. The new system envisaged in the Manual demands on the part of the teacher initiative and zeal and unless these are forthcoming in ample measure the success of the shift system, will to a very large extent be nullified. It has to be borne in mind that the child between the ages of 5 and 10 should not be subjected to a prolonged course of coaching as fatigue point in the child comes in much sooner than in the case of the adolescent. By careful tests, the conclusion has been reached that effective instruction for two hours interspersed by extra-curricular activities will produce the-maximum results and it is hoped that the new system if worked out with earnestness and zeal will cause no lapse into illiteracy and the five years spent in the Primary school and the knowledge acquired during this period will substantially help the pupils in playing their part worthily and well in after-life.

It is earnestly hoped that the substantial increase in the pay of the teachers which the Government have been pleased to sanction generously will be appreciated in its fullest measure by the teachers in Departmental schools and that no effort will be spared by them in making their work most effective and useful so that it may be said that in this State a new era has dawned by making Primary Education the real foundation for the future progress of every individual.

In this connection it has also to be pointed out that the shift system will demand the undivided attention of the teacher in school work. Such concentration of attention to school work will not be possible unless the teachers give up all extra work as private tuition, active membership in local bodies etc. Primary school teachers are therefore directed not to undertake any tuition work or engage themselves in other occupations which will prevent them from giving undivided attention to school work.

OFFICE ORDER.

1. The working hours will be from 9 to 12.30 forenoon session and 1.30 to 5 after-noon session.
2. Saturdays will be working days.
3. Ordinarily classes one and two will function in the morning and the remaining classes in the afternoon.
4. The Headmaster should be available in the school throughout the working hours.
5. In the morning class teachers will work from 9 to 11.30 and thereafter the Headmaster will engage all the classes together. Help of the teachers may be requisitioned if necessary.
6. The Headmaster will function as a class teacher in the afternoon from 1.30 to 4 and also engage classes 3,4 and 5 from 4 P.M. to 5 P.M. for art and craft.
7. The special teachers of the Malayalam Middle school should be available for work in the primary section.

---

8. In the Primary schools the present special staff will continue to function until further orders.
9. As far as possible each primary school should have on its staff an E.S.L.C. and a teacher who has undergone the Refresher course.
10. In calculating the number of teachers 40 may be taken as the maximum strength.
11. The Headmaster of the school should be selected from among those on Rs.22-28 and should be allowed the basic pay of Rs.25/- if he gets less than Rs.25/- plus an allowance of Rs5/-
12. In regard to the primary schools attached to Malayalam High and English High schools and Training schools, the bills of the Primary section will be countersigned by the Heads of these institutions.
13. Fees pertaining to the 5th class transferred to the primary school should be levied by the Headmasters of the Middle schools and accounted for in the accouns of the Middle schools this school-year

----

PLT

7

E&P.H. Dept [B2]

77
24/3

Memo no 2721/B2/47-3 ~~Edn~~ Dated 24.3.47

From, The Resident for the Madras States
Trivandrum, no P2-1000/47. Dated 5.3.47

Sub:- Shift System in ele. schools.

A copy of the letter received from the Resident for the Madras States, Trivandrum, with enclosures is forwarded to the D.P.I and he is requested to examine the Shift System introduced in Travancore and to report on the desirability and necessity of introducing that system in this province, with special reference to areas where ele edn has been already ~~and will be made compulsory~~. introduced and is proposed to be introduced next year.

The D.P.I
(with encl)

R.P.C.
21.3.47

21.3.47

13

C.E. 32.

Education DEPARTMENT.

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

Received ______ Registered ______

From (Name) Dr. S.R.U.Savoor, M.A., D.Sc., I.E.S.,

(Designation) Director of Public Instruction,
Madras.

Post Box ______, (Station) ______,

Telegraphic Address ______

12 JUN 1947

To

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

Roc.No. 795 B1/47, dated 9-6-1947. 19

48923

Sir,

Enclosures ______

Spare Copies ______

* SHIFT SYSTEM IN ELEMENTARY SCHOOLS.

Ref: Government Memorandum No.2721-B2/47-3 Edn., dated 24-3-1947.

With reference to the Government Memo quoted above, I have the honour to submit the following remarks on the scheme of shift system introduced in Travancore and on the question of desirability or otherwise of introducing that system in this Province with specific reference to the areas where compulsory elementary education has already been introduced and proposed to be introduced during the current year.

The shift system introduced in the elementary schools in the Travancore State is not a "shift system" in the real sense of the term. It is a shift system in the sense that a part of the school works in the **morning** and another part works in the afternoon. As understood from the Travancore scheme, it has been introduced mainly with a view to solving the accommodation problem as othersise there does not appear to be any reason for making the school work by parts.

According to the scheme, classes I and II work for 3½ hours in the mornings and classes III, IV and V for the same number of hours in the afternoons. But the full school-day under section (1) of the Madras Elementary Education Act should consist of 5 hours of instruction. In the Travancore system no child receives instruction in general subjects for more than 2½ hours. This cannot be considered as adequate. It is in the elementary school stage that children should be made to remain in the school for the longest period possible and if once they leave the school they donot generally rejoin the school. Their stay in the school should therefore be longer than what it is in Travancore, whether it is one session or two sessions in the day. If he learns only for 2½ hours in the day he will learn very little and his schooling is worth nothing at all. The scheme obtaining in Madras is therefore more advantageous to the pupils.

In the shift system, the schools are designed t work for 200 days whereas under section 1 of the Madras Elementary Education Act, the minimum attendance for a year in this province is 220 days. The above minima have been prescribed in this province with a view to cover th curriculum prescribed for elementary schools satisfactorily. Any lowering down of the working days or school hours will impair instruction in the subjects indicated below:-

p.t.o.

The Travancore Scheme provides for 500 hours of general instruction and 100 hours of craft or expression work in a year - altogether 600 hours whereas the syllabus of this province is based on approximately 1000 hours of work in a year. If the scheme of Travancore is adopted in this province, the syllabus has to be curtailed considerably and this will be a retrograde step. The working hours for a day are divided into 7 periods for each class, the first period having 30 minutes duration and the rest having 25 minutes duration each. It is not understood how the one hour allotted to craft or expression work is reconciled with the school time-table where only 25 minutes a day is allotted for that subject. If the time-table alone is taken into consideration, only 25 minutes is allotted for craft work and this is quite inadequate. Even in regard to the other subjects, the time allotment is quite insufficient, even if hardly a minute is wasted between the periods. If the experiment is claimed to be a success, it should be because the syllabus is considerably lighter and because (and this is significant as will be seen later) there is adequate inspectorate staff in the Travancore State.

From the point of view of Child Psychology, particularly children of the first three lower classes and the effect of fatigue on children, the holding of classes in one session for more than two consecutive hours without a reasonable interval is objectionable. In the Travancore scheme, the 3½ hours duration of the session is divided into 7 periods as already stated with the first period of 30 minutes and the rest 25 minutes each, with 30 minutes to be distributed as recess. But in this province, it may be noted that the periods are so distributed and timed that there are intervals between periods in addition to a midday interval of one hour between the morning and evening sessions for elementary schools. Thus the system in vogue in the Madras Province is more fitted for young children.

The holding of classes exclusively in the mornings or in the evenings is also undesirable from the point of view of time and its wastage. Half the day will be wasted by the pupils without proper supervision and study. For instance, according to the scheme of shift system in Travancore State, classes I and II work in the morning session between 9 and 12-30 and are let off for the remaining day. Children will waste a considerable portion of the day doing nothing. It may perhaps so happen that they remain in the school itself and become a source of nuisance in the school.

Another difficulty is, that in the shift system, some children will be attending schools from distant places and it is not desirable to allow them to return to their homes in the hot sun. Some children may attend school with their brothers and sisters and if they happen to be reading in classes other than Classes I and II, they will have naturally to wait for them till their session concludes, i.e., till 5 P.M.

Classes iii, iv and v work in the afternoons only. The defects pointed out above will equally apply to children reading in these classes also.

Thus the precious time of children will be wasted in the adoption of the shift system. The vacation will also be longer in Travancore since there will be ordinarily 200 working days only in a year. This will tend to make the boys unlearn what they have learnt at school.

The Travancore scheme points out that according to their arrangements there will be saving in the number of teachers to be employed. For a school with standards I to V (containing roughly 200 pupils) they employ one headmaster and 2 assistants. The Headmaster has 4½ hours of work and the assistants 5 hours of work each per day. The Headmaster handles Classes I and II for 1 hour in the morning i.e., 80 pupils nearly and in the afternoon he handles for one hour classes III, IV and V; i.e., nearly 120 pupils. Individual attention cannot be paid when he handles, 80 and 120 children together, whatever may be the subject he handles. The saving in the number of teachers is really detrimental in the interests of the pupils.

Perhaps the experiment in Travancore may be claimed to be a success because of the adequacy of inspecting staff. There is an inspecting officer for 20 schools and another above him for 150 schools. But the actual position in the province is that each Deputy Inspector has on the average 90 schools to inspect and it is hardly possible for him to pay one annual inspection and two ordinary visits at the most in a year as our schools are spread over a large and scattered area. It is very doubtful whether the Madras Province can afford to have an inspecting staff on the scale of the Travancore State.

In the circumstances stated above, it is submitted that it is neither desirable nor necessary to introduce the shift system as is in vogue in Travancore in the elementary schools of this province.

for Director of Public Instruction.

k.h.10-6.

11/6

5732 NI

72
23/4

Education & P.H.Deptt. 17

10

D.O. 2721.B2/47-4. dated. 23.7.47

Dear Mr. Reddi,

Sub: Shift system in Elementary Schools.

Ref: Dr. Savoor's letter No. 795 B1/47 dated 9-6-47.

p 13 CF

I am to enclose an extract from the minute of H.M.(Education) on the subject noted above and to ask you to meet the Hon'ble the Minister to discuss the matter and to settle the terms of the circular that may be sent to ~~the~~ D.E.Os.

Appointment
25.7.47

Yours sincerely.

21/7/47
22/7/47.

To
The D.P.I. (by name)

(with extract of H.O.'s minute)

portion in square brackets on pp 2-3
NF

number of teachers to be employed

588
12/8

19

D.O.
7th AUG 1947

7 - AUG 1947

Director of Public Instruction,
Cathedral P.O.,Madras, 6th Aug.1947.

11

Dear Mr.Subramanian,

Sub: Shift system in elementary schools.

Please see your D.O.letter No.2721 B2/47-~~4~~, dated 23rd July 1947. I have not been able to trace Dr.Savoor's letter No.795 B1/47 dated 9-6-1947 in the office. I have met Dr.Savoor also to-day and he informs me that the file is not with him. In these circumstances I request you to be so good as to send me a copy of Dr.Savoor's letter for my reference. I can then meet the Hon'ble Minister and discuss the matter with him.

63974

Yours sincerely,

To
M.V.Subramanian, Esq., I.C.S.,
Secretary to Government,
Education & Public Health Department,
Fort St.George, MADRAS.

Ed & P.H. Dept B2

58
12/8

D.O. no. 2721 B2/47-9 Edn Dt 11.8.47

12

Dear.

Mr. Reddi.

Sub:- Shift system in Ele schools.

Ref:- your D.O. dated 6.8.47

p19 CF

I am to forward a copy of ~~the~~ Dr. Sauvon's letter (no 795 B1/47, dated 9.6.47, as ~~requested~~ desired by you ~~[illegible]~~.

To. [illegible] 20/8
The D.P.I (by name) with a copy of the D.P.I.'s letter no. 795 B1/47 Dt 9.6.47 on p13 cf)

DPG 7/8/47
8.8.47

Yours sincerely.

9/8/47
11/8/47

Introduction of shift system in schools.

At the D.E.O's conference last year, I made the suggestion that educational institutions may try the shift system and I now find that most of the schools as well as the general public welcome the proposal.

Secondary schools--Rule 76(1) of the Madras Educational Rules has to be amended so that any school desiring to work for 4 hours a day for each half school in two halves, can do so - the first half will consist of Forms I to III and Classes 4 and 5 if any, and the second half will consist of Forms IV to VI. This division into two halves may be done with reference to the strength of the school and the accommodation (class room) available. Each half will attend school one day in the forenoon and the next day in the afternoon alternately, for six days. The following time-table may be adopted.

(Each session will work for 6 periods of 40' each)

	Forenoon	Afternoon
	7-30 - 8-10	12-30 - 1-10
	8-10 - 8-50	1-10 - 1-50
	8-50 - 9-30	1-50 - 2-30
Interval	9-30--10	2-30 to 3
	10 - 10-40	3 - 3-40
	10-40 - 11-20	3-40 - 4-20
	11-20 - 12	4-20 - 5

The school will work for 6 days at 4 hours regular work each day (excluding the half-hour interval), instead of the present system of 5 days of 5 hours each. There will be 24 hours (6 x 4) per week instead of 25 hours (5 x 5) per week. At present the secondary school works for a minimum of 180 days per year, that is, 180 x 5 = 900 hours for the year. To work 180 days, with 5 days per week, the school works for 36 weeks. For the same 36 weeks at 6 days a week, the number of days will be 216. At 4 hours a day, the total number of hours for 216 days will be 864. The school will work now for about 38 weeks, or to be exact only 225 days of 4 hours each, thus putting in a total of 900 hours for the year.

In order to afford opportunities for all pupils to participate in physicalactivities, each half will attend the morning and afternoon sessions alternately, that means, I, II, III Forms will work on mornings on Mondays, Wednesdays, Fridays, and in the afternoons on Tuesdays, Thursdays and Saturdays, the other half IV to VI Forms will work on Tuesday, Thursday and Saturday mornings and on Monday, Wednesday and Friday afternoons. Thus each class will get 3 evenings per week for physical activities.

There may be some difficulty in the case of language teachers - Tamil, Telugu, etc., as in some schools language teachers take classes in the High school and Middle school forms. In big schools where there are a sufficient number of language teachers, it will be quite easy to arrange work so that no teacher gets work in the High and Middle school forms. But where this is not possible, as for instance in the case of the Sanskrit Pandit or Urdu Munshi, the time-table has to be so arranged that all language classes come between 10-40 and 5 p.m.

Every teacher should be in the school either from 7-30 to 1-10 p.m. or from 11-20 to 5 p.m. -- that is for 5 hours and 40 minutes. A teacher who attends in the morning session will have to take sometimes, if necessary, classes in the afternoon first period. A teacher who comes for the afternoon session will have to come sometimes, if necessary, sufficiently early so that he can take the last period (i.e. from 11-20 to 12) of the morning session in some classes. The language work can be so adjusted in the time-table.

Not merely the language teachers but all teachers should be in school for 5 hours and 40'. This is not a great strain, as there is an interval of two half hours in every case. And generally each teacher gets at least one period leisure each day.

Thus each teacher will get an average of 4 hours (in some cases even less) actual class work. Considering that all offices work every day from 11 to 5 (and in some cases even from 10-30 to 5), the daily work of the teacher in the proposed arrangement will not be heavy, at any rate it will not be heavier than at present.

Moreover, by this arrangement, all the teachers of the school will be available every day between 11-20 and 1-10 p.m. The Headmaster will be able to meet all during this period and discuss day-to-day arrangements. The intervals both in the morning and in the evening sessions can be very profitably utilised for listening educational broadcasts by the A I R who will very gladly adjust their programme suitably.

Elementary schools--The above proposal is equally good in the case of elementary schools, especially in big schools where accommodation is not adequate, and furniture very insufficient. Classes 1, 2 and 3 work 3 days in the morning and 3 days in the afternoons alternately; classes 4 and 5 similarly. The division of the school into two halves has to be done with reference to the strength of the school, the available class rooms and the existing number of teachers, so that each half is fairly equally divided (both as regards pupils and teachers) making the maximum use of the class rooms and furniture. Each elementary school has to put in 220 days per year. That means, at the rate of 5½ days per week (usually the schools work half a day on Saturdays), for 220 days schools work for 40 weeks. For the same 40 weeks, as per this arrangement schools will work 240 days at the rate of 6 days a week. The total number of hours for the year (at 5 hours of work per day which is counted as one school day) will be 240 x 4 = 960 hours only. But this need not be considered as insufficient as English has been abolished in the elementary school course.

According to this proposal, such of the schools having inadequate accommodation as introduce this divided work each day (after obtaining the D.E.O's permission) will work from 7-30 to 5 p.m. Though according to the rules the school should work 5 hours each day, these schools work more hours. But each class works only for 4 hours. Technically it may be considered that the rules are not followed. Hence the rule has to be amended suitably, making it clear that a single session of 4 hours each day (excluding the interval) is to be counted as a full working day.

A general amendment of the rule in this manner is necessary. It will not be convenient and easy to give individual special permission to schools which introduce this system. But then if the rule is changed, it will help other schools also to introduce automatically this 4-hour single session - that is, not only schools which, on account of inadequate accommodation, divide the classes into two halves each half working one single session, but also other schools which have no need to work in two halves will take advantage of this single session for the whole school. This need not be considered in any way dangerous. On the other hand the villagers will welcome such single session full day work for the boys and girls will be available for the parents' help in their domestic work and agricultural and trade operations. One of the chief causes of poor attendance in village schools will easily disappear. Parents will gladly send the children for one session. Daily attendance will greatly improve.

....

Shift system for colleges.

In the case of elementary schools the children coming to school will not have to walk more than a mile. In the case of secondary schools, there may be children who come from a distance of about 3 miles and will therefore take about one hour to come to the school. In the case of college on the other hand, the maximum distance from which students come to the college will be usually bigger. However, colleges being mostly in urban areas, it should be possible for the students not to take more than one hour to come to college; certainly in Madras this should be possible.

The time-tables of the two shifts can be put in as follows:

A.

	7-30	to	8-30
	8-30	to	9-30
Interval	9-30	to	10
	10	to	11
	11	to	12

B.

12-30	to	1-30
1-30	to	2-30
2-30	to	3
3	to	4
4	to	5

The Intermediate classes will work on Mondays, Wednesdays, Fridays in the morning and in the afternoons of Tuesday, Thursday and Saturday. The Degree and Diploma classes, if any, will work on the mornings of Tuesday, Thursday and Saturday and the afternoons of Monday, Wednesday and Friday. If the classes are arranged to work in this way, there will not be more than about 850 students working in the college at a time. For effective discipline this number is very much better than the huge numbers that we are having in colleges at present. If this arrangement is made in the Presidency College and also in the Muslim College for men, it will be possible to make a greater provision in the Presidency College, Madras, for B.Sc. honours and B.Sc. pas students and also for an ~~Electrical~~ Analytical Chemist Training Class (Diploma) and ~~perhaps~~ also for a larger number of rese students.

The scheme requires the sanction of the University o adras and involves, apart from the additional staff and equipment that may have to be provided for, the following special sanction of the University. At present in Government colleges even the Intermediate students are given cup-boards in which glass-ware and other apparatus needed in the chemical laboratory are assigned to a certain number of students who work at the place near the cup-board according to their turn. In many mofussil aided colleges although cup-boards are shown for each student very often the glass-ware or the ordinary chemical apparatus is put on the work-bench by the attender about 10 minutes before a student ~~xxxxxxxxxxxx~~ comes to work at his place. One attender can easily look after the needs of 8 or even 12 students and give them all the apparatus that is necessary within 15 minutes, so that if there is a sufficiently large number of attenders, e.g., 1 for every 8 seats in the Intermediate laboratory, it will be quite possible to arrange the work of the Intermediate students by giving the apparatus as and when it is needed. During the 4 years that the Chemistry honours students of the Andhra University were working at the Presidency College chemical laboratory no independent cup-boards with independent apparatus for each student was allowed to them on the work-bench. They were actually working in the Intermediate laboratory and had the necessary apparatus stored in the adjoining balance room in separate cup-boards. The apparatus necessary for the practical work of the students was placed on the work bench about 15 minutes before the hour assigned for practical work. The students worked from 7 a.m. till 10 a.m. or sometimes till 10-30 a.m. if there was no practical class for the Intermediate students of the Presidency College. Dr. T.R. Seshadri, rofessor of Chemistry of the Andhra University, told me that system worked quite satisfactorily. If such an arrangement ork satisfactorily for honours students of the Andhra sity. I have no hesitation in saying that it should be

---

possible to work similarly for the Intermediate students of the Presidency College. The proposal in short is that all the cup-boards in the Intermediate laboratory should be assigned to the Degree and Diploma classes and the apparatus necessary for Intermediate students placed on the work-bench ~~10 minutes~~ before the practical class begins. As I have said above, this will involve the appointment of a larger number of laboratory attendants and perhaps it will also require extra staff in the Store room and if a larger number of students is admitted to the Degree or Diploma classes, we shall need also extra staff for making gas and distilled water in addition to the extra teaching staff that will be necessary. I feel that the present strength of the Intermediate classes of the Presidency College is already too big and that the Intermediate classes should, at the earliest possible moment, be located somewhere else. The fact that it may not be possible to transfer them to the Muslim College for men next year because of the improbability of the new buildings being ready by the end of June 1948 should not however make it impossible for us to make effective use of the facilities in the Presidency College for larger numbers of honours students, research students and a class for the training of analytical chemists who will be men who have already taken the B.Sc. main Chemistry degree.

As I have mentioned above, the most important condition for making it possible to use the resources of the Presidency College for more advanced work even from the next academic year is that the University should be pleased to allow, what I believe is a very minor detail of internal administration of the Presidency College viz to give facilities to the Intermediate students not exactly in the way that is demanded by the University but equally effective. It is well-known that the standard of practical work of the Intermediate students in the Presidency College has always been much higher than that in any other college affiliated to the University and even those practical examinations

30

in Science subjects will be held as from the examinations of 1948, ~~whil~~ I feel sure that the standard that is obtained by the Intermediate students of the Presidency College will continue to remain much higher than that of most other colleges, even though the method that the Presidency College has all along followed, namely, giving each student a separate set of apparatus in a locker has to be given up till other arrangements can be made to shift the Intermediate classes elsewhere.

....

31

17

E.P.H. Deptt.

D.O. No 2721-Ev/47-10 Edn dated 6.11.47

Despatched RDC 7/11

Dear Dr Sawoor.

Shift system in educational institutions- Introduction.

I am to say that H.M.(Education) has perused the notes you sent him on the subject noted above and that he considers that the shift system should be introduced from the next year itself, if possible. I am to enclose the minutes of the H.M. dated 29-10-47 on the subject and to request you to submit detailed proposals as desired by the H.M, separately for elementary schools, secondary schools and colleges.

Yours sincerely,

para 3, p4 NF

To
The D.P.I.(by name)
(with copy of minutes)

pp 3-4 NF

Office copy

33

GOVERNMENT OF MADRAS
Education and Public Health Department

D.O. No. 2721 B2/47-11 Edn. dated 5 - - 1 - - 1948.

18

Dear Dr. Savoor,

Sub: Shift system in secondary schools.

....

p 31 CF

Ref: My D.O.No. 2721 B2/47 - 10 Education d/6-11-47.

....

p/p 5-7
NF

I am to ask you to refer to the minute of H.M.(Educatio dated 20-12-1947, regarding the introduction of shift system in secondary schools and to request you to send proposals in this regard with an estimate of the cost involved at a very early date.

Yours sincerely,

7/1/48

7.1.48

5/1/48

Fair copy below

To
Dr. S.R.U. Savoor,
M.A., D.Sc., I.E.S.
Director of Public Instruction,
MADRAS.

B2

SECRETARY, EDN. AND P.H. DEPT.
10 JAN [illegible]
GOVERNMENT OF MADRAS

D.O.No.96 E4/48.

Office of the Director of
Public Instruction,
Madras, [illegible] 1948.

My dear Subramanian,

P.33. ante.

Sub: Shift System in secondary schools -

2097

Ref: Your D.O.No.2721-B2/47-11, Edn., dated 5-1-48.

I placed a note on the shift system as a subject for consideration before the Secondary Education Board at its last meeting on 24--9--48 but it was postponed for further discussion at its next meeting. The remarks of the Director will be submitted early on receipt of the opinion of the Board.

Yours sincerely,

To

M.V.Subramanian, Esq., I.C.S.,
Secretary to Government,
Education & P.H.Department,
Fort St.George, Madras.

135.

E & P.H. (B_2) Dept.

The Director may be reminded on 15/2/48.

17.1.48

21.1.48

21/1/48

36

E & P.H. (B_2) Dept.

D.O. No 2721-B_2/47-12 Edn. d 23-2-48

Dear Mr. Reddi,

Subject - Shift system in educational institutions - Introduction.

I am to invite a reference to my D.Os. No. 2721-B_2/47-10 Edn. d 6-11-47 and No. 2721-B_2/47-11 Edn. dated 5-1-48 addressed to Dr. Savoor, and to enquire when the proposals called for therein may be expected.

Yours Sincerely,

To
Sri D.S. Reddi, M.B.E.,
M.A. (Oxon).
D.P.I.,
Madras.

p. 31 ante
p. 33 ante

24/2

23/1/48

24/2/48

19.2.48

19.2.48

22/2/48

S
by Spl.

38.

E.&P.H. (Ed.) Dept.

12/13/3

D.O. No. 2721 Br/47-13. Edn. d 13.3.48

21

Dear Mr. Reddi,

Subject – Shift system in Educational Institutions – Introduction.

p.p. 31, 33, & 36 cf.

I am to invite a reference to my D.O's. No. 2721 Br/47-10 Edn. d 6.11.47, No. 2721 Br/47-11 Edn d 5.1.48, and No. 2721 Br/47-12 Edn d 23-2-48 on the subject cited and to ask when the proposals on the above subject in respect of Secondary schools and colleges may be expected.

(proposals relating to El. Schools were recd and are dealt with separately)

Yours Sincerely.

To
The D.P.I.
(by name).

Despd 13/3

A.S. 11.3.48

12/3/48

40.

B.2

22

D.O.No.96 E 4/~~22~~ 48.

Office of the Director of Public Instruction,
Madras, (Camp) Waltair, 13th March 1948.

SECRETARY, EDN. AND P. H. DEPT.
17 MAR 1948
18
GOVERNMENT OF MADRAS

Dear Mr.Subramanian,

Sub: Shift system in educational institutions - Introduction of -

p. 36 ante.

Ref: Your D.O.No.2721/B.2/47-12, Edn., dated 23-2-1948.

20013

I consider that it is not necessary to introduce shift system in Training Schools at present as the number of applicants for the courses is not very large. In regard to High Schools the ~~system~~ shift system has already been introduced in a few High Schools where the difficulty of accommodation was experienced, but in all these cases the additional staff required were appointed by the management. It is proposed to extend this to all the schools where similar difficulties are experienced and also to schools which have a strength of 1,000 and above.

p 6 ante

2. In view of the dearth of qualified teachers it has been suggested in the Hon'ble Minister's note that the teachers may be made to work 24 hours a week on an additional remuneration of 20 per cent of their salary. Ordinarily a teacher should do secular teaching or teaching and supervision for not less than 20 periods of 50 minutes each or about 17 hours in a week to be considered for purposes of full teaching grant and no teacher should ordinarily be required to work more than 24 periods of 50 minutes each or 20 hours per week. In view of the attraction of additional remuneration, the teachers may welcome the suggestion to work for 24 hours, but on educational grounds, I feel that it is not desirable. The quality of instruction particularly the correction of written work is bound to suffer if the teacher is required to do 4 hours of intensive teaching work for 6 days in the week.

3. It has also been suggested by the Hon'ble Minister that a similar remuneration may be paid to the Senior Deputy Inspectors of Schools for the additional work that may devolve on them. Secondary schools for boys are inspected by the District Educational Officers and the Secondary Schools for Girls are inspected by the Inspectresses of Girls' Schools and these officers are assisted by the local Senior Deputy Inspector or the Sub-Assistant Inspectress as the case may be in such inspections. The Senior Deputy Inspectors of Schools and Sub-Assistant Inspectress of Schools are not, therefore, in direct charge of the inspection of Secondary Schools and so the question of remunerating them for extra work in the inspection of secondary schools does not arise. If an officer is required to devote more time in the inspection of secondary schools than at present relief will have to be given in regard to the inspection of Elementary Schools.

Proposals re: ely. schools dealt with separately in [illegible] Section. Vide slip below

4. I may add that the question has already been discussed with the Hon'ble Minister and he has agreed to drop the proposal so far as Secondary Schools are concerned.

Yours sincerely,

To

M.V.Subramanian, Esq., I.C.S.,
Secretary to Government,
Education & P.H.Department,
Fort St.George, Madras.

(1) **Edn. & P.H. (B1) Dept.**

C.No. 21773 B1/48.

Schools. Secondary - Introduction of Shift system - Proposal - Dropped.

From the DPI., Do. no. 96E4/48 d 13.3.48.

Memo no. 21773-B1/48-1 Edn. d 1/4/48.

The DPI is informed that the Government agree with him that the (proposal for the) introduction of the shift system in secondary and training schools in the Province ~~and~~ on an ~~the~~ payment of extra remuneration to teachers and Senior Deputy Inspectors of Schools for the additional work involved ~~on account of the introduction of the system~~ should be dropped.

prog

Issue the memo & then take further action - vide p 8 n/f

1/4/48

To The DPI.

7.4.48

30/3/48

USH

30/3/48

31.3.48

Ed. P.H.

shift system in elementary schools

24

2721

H.M. (Edn.) wishes to have examined the question of having elementary schools [illegible] two shifts of 3 hours each. In the "South Indian Teacher" of Oct. '46 is an article on the New Educational Experiment in Travancore by Sri S. K. [illegible]. The reference is made (p. 232) to the arrangement on those lines. Please get details from the Travancore Govt.

pp. 230–232

15/1/47.

The draft letter below is submitted for appr.

BM 21/1/47 S

17/1/47

(7.1.47)

P.I.C.F.

JOINT SECRETARY TO GOVERNMENT
10 FEB 1947
EDUCATION AND PUBLIC HEALTH DEPARTMENT

H.M. (Edn.) — for information — [illegible]

T.S.A.
8.2.47

Letter No. 2721 B2/47-1 d. 22-1-47)
from the Resident,
Madras States. No. P2 100/47
d. 5-3-47.

15.1

The Resident, Madras States, Trivandrum, has forwarded ~~particulars explaining~~ relating to the "Shift System" in ~~vague~~ vogue in Travancore. For orders whether the Director should be asked ~~to examine~~ the scheme and to ~~consider~~ report on the desirability and necessity of introducing that system in this province.

The file may be submitted to H.M. (Edn.) for orders

He may be asked to do so — with special reference to the areas where compulsion has been introduced, or is proposed to be introduced (within [illegible] next five years)

17.3.47

17.3.47

BM 18/3/47 S

H.M. (Edn.)
19/3/47

H.M. (Edn.)

WD 20/3/47

SECRETARY, EDN. AND P.H. DEPT.
20 MAR 1947
GOVERNMENT OF MADRAS

2

A draft memo is submitted for approval.

21.3.47

22/3/47

The D.P.I. has ~~forwarded~~ offered his remarks on the Shift System in elementary schools introduced in Travancore. From the observations of the Director it appears that it is neither desirable nor neccessary to introduce the Shift System in this province.

For orders whether the views of the Director may be concurred in. The file may be ~~sub~~ circulated to HM (Edn).

LPG 16/6/47

16.6.47

20.6.47

May be concurred in

S 4/7/47

HM (Edn.)

OS 13 7/7

(with – 6

I have gone through the note of the Director. I am not satisfied with the note. [The demand for education is very great. In many cases our difficulties seem to be want of buildings and equipment. So in the present circumstances when we are not able to put up fresh buildings, it is upto us to make the best use of the existing buildings and equipment.

In Coimbatore in a certain High School the shift system is being tried and I understand it is very successful. I do not see any reason why it should not be successful in other places also. Another advantage of the shift system is that the children may be available at home for half a day. For many, especially for agriculturists, this may give them time to help their father or mother in their work or trade.

In view of these things, I think we should issue a circular to ~~all schools~~ the D.E.Os so that they may see whether they can work for about 3½ hours for a day for 6 days, thus making a total of 21 hours per week, if such working is necessary to make admission of more chil We can surely organise our schools to work

JUL 1947

25

3

for 7 hours a day without inconvenience to anybody and I think in view of the large demand to schools, it is the only successful and effective thing that could be done.] The D.P.I. may be asked to meet me to discuss details in the matter so that a considered circular may be sent.

TSA 20.7.47

Draft D.O. for approval.

JSM 21/7/47

S 22/7/47

It is not known whether the Director has discussed the question of introduction of shift system, with HM (Edn) as desired by him.

The file may perhaps lie over.

LPG 25.9.47

25.9.47

26.9.47

S 29/9/47

HM (Edn)

OS 18 27/9

pp 23 – 30 CF

Please see the note sent herewith. This was submitted by the Director though I see it is not signed by him. He agrees to the principle of working in shift system. I think this must be taken up by us especially as there is such a rush for admissions and we may not be able to provide buildings and equipment for them. The D.P.I. may be asked to submit a detailed scheme for the working of ~~shift system~~ secondary school and colleges in shift system. In the matter of colleges the matter may have to be put to the University but that may be done when we are going to actually do it in a particular place.

2 With regard to elementary schools, the details must be worked out. I find even for elementary schools

30 OCT 194[illegible]

he has approved the shift system and worked out the number of working days that will be necessary. Recently I have had a talk with the Director of Public Instruction, Travancore, where I understand the shift system has been worked with great success. I understand that the number of hours for the elementary school has been reduced to 3½ hours. One shift will work 3½ hours in the morning and another will work for 3½ hours in the evening. The teachers are paid an extra of Rs.10/- for those who work in both the shifts and they are asked to work for 5 hours. One hour is given for craft system. A craft expert is appointed and he works 2 hours every day in addition to any other work that might be given to him. The result of this sytem will be, not only will we save in buildings and material but with an extra of Rs.10/- and one craft expert we are able to run another school altogether which must mean a great amount of saving. This matter may be referred to the D.P.I. and he may be asked to work out details and let us know the exact saving that will accrue to Govt. if this method is adopted.

B2

3 Any amendments to the rules that may be necessary if this system is to be adopted may also be gone by him and reported. The matter may be asked to be taken up immediately so that in the next school year itself it may be introduced if possible.

TSA
29.10.47

A draft D.O is subd.
A file on the question of introduction of shift system in the Presidency college has already been subd
(H.M. (Ed. dep)

RM
30/10/47 S

Secretary, E. & P.H.

The rush for seats in the secondary schools in the province is very great. While more accommodation is demanded, thenumber of teachers available for secondary schools has been progressively deteriorating. While our high schools have increased to nearly double their number which it was four or five years back, the number of teachers undergoing training has decreased considerably in the last few ~~six~~ years. Apart from this, there is also the difficulty of buildings and equipment. Even the existing buildings in many high schools are far from satisfactory and are in such a state that will not bring any credit to public institutions. Besides, some schools have very large strength, so large that all personal touch has disappeared and they are becoming like factories without that personal attention which is the very essence of all education. If these schools are to be made effective and to serve an educational purpose, their number must be strictly controlled. I understand there are some schools whose strength is nearly 2,000 and even more. To make these schools efficient, we must prescribe a maximum strength for a school which may be about a thousand. Considering all these factors, I think we have no other way except to resort to the shift system in high schools also.

SECRETARY, EDN. AND P.H. DEPT.
22 DEC 1947
GOVERNMENT OF MADRAS

JOINT SECRETARY TO GOVERNMENT
100198
22 DEC 1947
EDUCATION AND PUBLIC HEALTH DEPT.

(1)

The important aspects of the shift system will be :

(1) There will not be more than a thousand children in one shift;

(2) Each shift will work for four hours for six days, thus working for 24 hours in a week instead of the present five hours and five days which will be 25 hours per week. It is expected that this reduction by one hour will not have any appreciable effect in the efficiency of the school. In this way, it is expected that equipment and buildings can be put to double the use to which they are put today but the matter of staff continues to remain.

(3) At present, the teachers work on an average for 20 hours a week. If we are to provide for the large number of children who want secondary education, it can be done only in one of two ways: either more teachers must be forthcoming or the existing teachers must be made to work more.

Since in the existing circumstances, more teachers are not forthcoming and so are not available, we are thrown back upon the other solution of trying to make the existing teachers work more. This can be done only by inducing them

6

to do so by giving them greater remuneration. If we can make them work for 24 hours a week, then they will be able to that extent to do their work in both the shifts and save the number of teachers that will be necessary in schools. To do this, there must be an inducement of an additional remuneration proportionately. That will mean 20% more than what they are getting, i.e. L.Ts. in local boards who are prepared to work in two shifts to an extent of 24 hours a week will be paid Rs.75 p.m. plus 20% or Rs.90 and in Government schools Rs.85 plus 20% or Rs.102. The pay of the secondary grade teachers will have to be calculated in the same way. By this, the Government lose nothing because those people are paid only to the extent they serve and thus save the appointment of fresh teachers. This method will enable us to educate more children. Following the above arrangement, the number of working days will be increased from 180 to 216 per year. The training schools also may be askedto work a minimum of 216 days in the year for greater efficiency and so will be eligible for this higher pay.

Incidentally, those acting as Deputy Inspectors also will have to be given the same pay. But to make for giving them the same pay, a lump sum of Rs.100 may be given to both the L.T. Assistants and the Deputy Inspectors. This proposal does not contemplate raising the maximum level of Rs.240 correspondingly.

To save finance, this increase of Rs.15 may be given only to people in the second grade subject to a maximum of Rs.175. This concession need not apply to those in the first grade. I believe if compensation is given as above for the extra work which they are to be asked to do, the Government will financially profit by it..

With regard to the number of hours at present worked by teachers, the 20 hours that I have suggested in the note above, is not made on any calculation but out of an impression that I have formed. If I remember right, we have prescribed 17½ hours as the minimum necessary for any teacher to be entitled to for a full grant. While 17½ hours is the minimum prescribed by the rules, I understand teachers work up to nearly 22½ hours on an average. In this new arrangement, we may prescribe 22 hours as the minimum and that I think will lead to an average of 24 hours. These figures also may be checked up by the D.P.I.

27

P 3 CF
Detailed proposals awaited from the D.P.I.

We must come to a conclusion over this matter shortly because orders in these matters must be issued before the next school year commences. I think we have already issued orders on the shift system that it can be tried in high schools. What is to be considered is the matter of asking teachers to work more and giving them extra remuneration consistent with their extra working. The D.P.I. may be asked to go into the matter and to give his suggestions on this proposal as soon as possible and also work out the financial consequences of the proposal.

TSA
20.12.47
H.M.Education.

Copy to the D.P.I.

A draft D.O. to the D.P.I. is subd.

5/1/48

AS IV

(Seen by AS IV)

5/1

[Proposals for introducing shift system in Secy schools will be dealt with in B1 necessary extracts from this may be [illegible] when [illegible] are received.]

A 21

[D.O. No. 2781-B1/47-11-Edn. dated 5.1.1948].

From The Director of Public Instruction, D.O. No. 96 B1/48 dated 13.3.1948.

Please see the minutes of H.M. (Education) on pages [illegible] above and the draft D.O. to the D.P.I. on page [illegible]. The main points raised in the minutes of H.M. (Edn.) are as follows:-

(1) Introduction of shift system in secondary schools,

(2) Payment of additional remuneration to teachers equal to 1/5 of their pay for doing more work;

(3) Payment of similar remuneration to Senior Deputy Inspectors of Schools, and

21773

P.T.O.

21773 B1/48

(4) Introduction of the shift system in training schools also.

2. In the circumstances stated in this D.O. on page 20 cf, the Director considers that it is not necessary to introduce the shift system in secondary and training schools and to pay extra remuneration to teachers and Senior Deputy Inspectors of Schools for the additional work they may have to ~~work~~ do on acct. of the introduction of the shift system. He has also stated that the matter was already discussed with H.M.(Edn.) and he has agreed to drop the proposal so far as secondary schools are concerned.

3. The file may now be circulated to H.M.(Edn.) for orders.

26.3.48

Sy. (Edn.)

H.M.(Edn.)

TSA
29.3.48

23/3/48

SECRETARIAT, EDN. AND P. H. DEPT.
30 MAR 1948
GOVERNMENT OF MADRAS

A draft memo to the DPI is submitted below for approval. After issue, the file will have to be transferred to the section concerned in regard to the introduction of the shift system in colleges. For orders whether the file should be transferred to 'A' ~~[illegible] Section~~ Sectn.

A.S.?

31.3.48

A.S.III

A.S.I

30/3/48

30/3/48

I think that after ~~orders~~ the Memo is issued this file may be closed and the papers recorded for refce. Extract of pp 27-31 may be given to 'A' Section that to deal with ~~[illegible]~~ D.P.I. for his proposals re shift system [illegible]

Sy. Schs [illegible] papers [illegible]

No Speaks.

9

28

p41 cf

[Memo. no. 21773 - B1/48-1 Edn. dt. 1/4/48]

Please see the orders on page 8 ante. A copy of pp 27-31 cf and an extract ~~from~~ of the notes on p. 8 ante has since been given to 'A' section for necessary action. (C.no. 26287/48 dt 9/4/48). The papers may now be Recorded.

G.O.Ms. no. 849 Edn dt 12/4/1948

9/4/48

9.4.48

11.4.48

Abstract

Schools - Secondary - Introduction of shift system - Papers - Recorded.