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Education

(1948) Department.

Ms SERIES.

G.O. NO. 946

Dated 21. 4. 1948.

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M 11-21 f
M 37-43 f
p 45 f
M 1-8 f

[illegible]

[Despatch Abstract.]

EDUCATION - ELEMENTARY
WAYS AND MEANS TO AVOID
WASTAGE 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.

Edn. H (Br) Dept.

28/11

D.O. No. 89879-Br/47-1. Edu. D. 19.11.47

Dear Dr. Savoor,

Subject - Education - Elementary Schools - ways and means to avoid wastage -

I am to enclose a copy of the ~~note~~ minute of H. M. (Edn) on the subject cited above, and to request you to send at an early date a report ~~on the points raised by the H.M. in the~~ as required in the minute.

Yours Sincerely,

AS 17.11.47

17.11.47

18/11/47

19/11/47

To
Dr. S. R. U. Savoor,
M.A., D.Sc., I.E.S.
D.P.I.,
Madras.
(with a copy of H.M.'s note).

Desp'd 21/11

Opening speechof the Hon'ble Sri T.S.Avinashilingam, Minister for Education, Government of Madras at the meeting of the Advisory Board of Basic Education, held at 18th November, 47.

Let me welcome you to this meeting of the Advisory Board of Basic Education. As you are aware, the Government have accepted Basic Education as their policy with reference to elementary schools. There are people who think that if spinning is introduced in elementary schools, that will be basic education. Nothing is farther from the truth. Basic education is not merely teaching spinning or any other craft but it is teaching through craft. It is a well accepted principle of education throughout the world that all education should be based upon experience and if a craft can be made the main experience around which education could be imparted, it serves the double purpose of giving experience as well as teaching a useful craft and that is the main contribution of basic education to the world of educational thought. Since it is so much different from ordinary education, we may understand how much it will be difficult for us to introduce this new system of education in our schools throughout the Province. For teachers who have grown old in the old method of education, this will indeed be a trial. The task of re-training the lakh and odd teachers already employed in our elementary schools is indeed a great one; but yet one that has to be done.

The Government are drawing out a comprehensive plan for the spread of basic education throughout the Province. This plan will be put before you for your criticism and consideration. In the course of this year, three more training schools have been started, one in South Kanara, another in Malabar and the third in Tamil Nad. In addition, they have also started training the staff of our Training Schools. Twenty four of them are being trained in basic education and it is expected that they will be able to convert eight training schools as basic training schools in the next school year. I am also glad to inform you that the Basic Education Society of Tamil Nad and the Kasturba Trust have come forward to conduct a training school each in basic education. Circulars also have been issued that within five years all higher grade and secondary grade training schools in the province should become basic training schools.

Education in the elementary stage is the very basis of our national life. If we are to create a great and glorious nation that can be done only by giving ideas of strength, cleanliness and efficiency toour children even while they are young and in the lowest classes. If that is to be done, the efficiency and quality of our elementary schools will have to be improved a great deal. While basic education will certainly improve the content of education, we must also address ourselves to the organisation of elementary education which will avoid wastage and create an efficient system of elementary education throughout the province. I am sorry to inform you that even on the 31st of March 1947, there have been as many as 5,421 single-teacher schools and as many as 14,014 double-teacher schools in the province. Everybody who has any experience of educational organisation will know how much of waste there may be in these schools. It is also unfortunate that in certain villages where there is strength only for one good elementary school, there are two elementary schools with two or three teachers each. This could be easily combined into one school working with greater efficiency. In some cases, the District Board itself maintains two schools, one for boys and one for girls. In some cases, ~~tkx~~ it is one aided school and another District Board school and in other cases, it is two aided schools working in competition with each other. The result is that the strength between them is vacillating and the strength of both is low and both schools are inefficient. In these circumstances, the Government are contemplating whether it will not be in the interests of both efficiency and economy to combine these inefficient schools and conduct them more efficiently.

The real problem of our elementary schools is want of good personnel. It has been said that we are entrusting the education of the future of the nation in the least qualified hands. I must express in this place my appreciation of the good work done by our thousands of elementary school teachers under very difficult surroundings in far off remote villages. At the same time, I am also not unaware of the great need for improvement in the personnel of our elementary school teachers. Various reasons have contributed towards this unhappy state of affairs. The basic qualifications, the conditions of service, constant transfers, want of proper treatment by superiors and in some cases unhelpful attitude of the villagers themselves have contributed to these. Any organisation which does not take into account these factors and effect improvement in the status of the elementary school teachers in

their daily life cannot succeed in its object and so; it is under the contemplation of Government to consider ways and means by which this can be done consistent with our financial resources.

It will be seen from figures that the number of women employed in elementary schools has considerably increased in recent years.

Year.		No. of women teachers in elementary schools.
1941-42	..	19,470
1942-43	..	20,373
1943-44	..	21,442
1944-45	..	22,596
1945-46	..	24,202
1946-47	..	25,353

This shows how more and more women are taking to teaching as a profession. With the spread of education amongst girls, there will be thousands more of them who would like to take up to a profession. Teaching children is one of those professions in which women can do much better than men and it is only to be expected that as time goes on, the number of women who will take to teaching as a profession will become ~~x~~ greater every year. In England, America and in other countries, elementary school teachers are normally only women and only in rare cases, men are employed. It is likely that the same conditions may prevail in this country also. It is my wish and prayer that we must give such conditions of service that girls from respectable families would like to take to this noble profession. If this is to happen, we must provide ~~xxxx~~ conditions of security and dignity to those who would take up this work. This is a responsibility which rests both upon the State and the people and I have no doubt that our people in the villages will cooperate in helping to create such an atmosphere in all our schools.

The importance that elementary education plays in the economy of our province is reflected in the expenditure incurred for it. From the figures given below, it will be seen that a large amount has been spent on elementary education, as compared with secondary and collegiate education.

Year.	Amount spent on		
	Ele. Edn.	Secy. Edn.	Coll. Edn.
1.	2.	3.	4.
1941-42	278 Lakhs	127 Lakhs	68 Lakhs
1942-43	287 "	129 "	71 "
1943-44	314 "	143 "	77 "
1944-45	386 "	164 "	90 "
1945-46	460 "	203 "	123 "
~~1946-47~~	~~390~~	~~59.46~~	~~55.96~~

1.	2.	3.	4.
	Rs.Lakhs.	Rs. Lakhs.	Rs.Lakhs.
1946-47.	*390+170@ =560	*59.46+161@ =220.46	*55.96+77@ =132.96

*Government Expenditure. @Expenditure from other sources based on figures for 45-46.

The actuals for 1947-48 will be much greater than for 1946-47, because the recent revision of salaries made for elementary school teachers will also have to be included in the total expenditure for that year. It is necessary that an item which costs such a large part of the total budget of the Provincial Govt. should be administered not only efficiently but economically so that the country will get a good return for every pie spent.

It has been estimated that there are about seven million school-going children who have to be provided for in elementary education. Till now, we have been able to provide only for about half that number. We have got the tremendous work of providing for the rest of the school-going children. The state of our provincial finance is too well-known for everybody. Any further expansion of expenditure in any large scale will be well-nigh impossible. Our revenues are shrinking. Our expenditure is increasing in all items and with the prospect of a depression ahead, it is possible that other items of revenue which have hitherto yielded large amounts to the provincial exchequer may also dwindle. In these circumstances, it will be very difficult if we are to make further expenditure of a like amount necessary before making education available for the rest of the children. It is not only a matter of finding money but also a matter of finding nearly double the number of teachers that we have today, i.e. nearly another lakh and fifty thousands of teachers. Besides, this will also mean finding more than double the number of buildings necessary for elementary education. Our school buildings are not in a very enviable condition today. To set them in order itself will cost us a fabulous sum but to find double that accommodation in the near future will be a wellnigh impossible task for any Govt. But these difficulties should not deter us from our objective. We must find ways and means by which we must be able to provide seats for the school-going children throughout the province. The experiences of other provinces and countries must be able to give us a great deal of light in this matter and the Govt. are considering with interest the systems followed in neighbouring states and elsewhere. God willing, it is our hope and prayer that we shall be able to provide for large advance of elementary education in the near future.

Our plans and our execution may not be perfect because we may lack the wherewithal to build them as well as we would wish. But we shall try to do our best within the resources available to us. In this great task, we want the co-operation of all men and women in the villages and we hope we will have them in a whole-hearted manner.

kra.17/11/47.

E & P H (B2) Dept.

D.O. No. 89879 B2/47-2, Edn. 8.12.47

5/12
9/12

Dear Dr. Savoor,

Subject - Education - Elementary - Uneconomic schools - Combination.

p 1 ante

x p 3 NF

x 'A' at p. 4 ante

In continuation of my D.O. No. 89879 B2/47-1 dated 19-11-47, I am to ~~send~~ forward an extract of minute of H.M. (Edn) along with its enclosure and to request you to submit at an early date a report to Govt. as desired by the H.M.

Yours Sincerely,

To

Dr. S.R.U. Savoor,
M.A., B.Sc., I.E.S.,
D.P.I.,
Madras.
(with an extract of 'B' at p. 1 cf. and an extract of 'A' at p. 2 cf.)

Copy with ... 11.12.47

27.11.47

28/11/47

5/12/47

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D.O.

Director of Public Instruction,

Madras, 12th December 1947.

My dear Subramanian,

Sub: ELEMENTARY EDUCATION -
Elementary Schools - Ways
and means to avoid wastage.

98406

REF:-Your D.O.89879 B2/47-1 Edn., dated 19-11-47

I am enclosing herewith, for your information, a copy of my letter R.C.No.2210 B1/47 dated 12th Decr. 1947 to the Hon'ble Minister for Education on the subject indicated above.

Yours sincerely,

To
M.V.Subramanian,Esq., I.C.S.,
Secretary to Government,
Edn. & P.H.Dept.,Fort St.George.

11

SUB:-ELEMENTARY EDUCATION - Elementary schools - Ways and means to avoid wastage.

From

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

To

The Hon'ble Minister for Education,
Fort St. George, Madras.

R.C.No.2210 B1/47 Dated 12th Decr. 1947.

Sir,

p.p.1-2

REFERENCE:-Your note dated 12th November 1947.

....

At the very outset I wish to submit that the survey referred to in your note was undertaken as long ago as 1930 with a view to amalgamating schools. It was in the year 1930, that Mr. H. Champion, the then Deputy Director of Public Instruction, prepared a detailed report in respect of consolidation and concentration of elementary schools. The report consists of two parts - the first is general in character and the second indicates how the general principles put forward in the first part may be applied in the case of a town, a village or a group of villages. Mr. R.G. Grieve, the then Director of Public Instruction, was in full agreement with Mr.Champion's report and believed that, if the principles put forward therein were generally applied in the Presidency, there would be a material improvement in educational efficiency and a marked decrease in the financial wastage. The above report was printed and published with the Orders of Government thereon and circulated to the Presidents and Chairmen of Local Bodies, District Educational Councils and Inspecting officers of the department with instructions to prepare schemes applicable to Municipalities, to groups of villages and to large individual schools in the light of instructions contained therein.

(A)

The report begins with a discussion on the need for consolidation. The author of the report stated that, in order to reach the minimum of efficiency and economy, schools should have full classes and one teacher in charge of each class. The primary aim of the scheme should be to create schools containing full classes of 30 pupils; and the employment of one teacher in not more than one class. The various difficulties in the way of the scheme such as the mother-tongue of the pupils, admission of children of scheduled classes, boys and girls reading in the same school and amalgamation of schools under different managements were discussed later. It was also established that while recognizing the impossibility of overcoming the tendencies that make for the existence of small schools, it is possible to move in the direction of the creation of big schools, to prevent the indefinite multiplication of small schools and to hasten the process of fusing separate schools into smaller number of large schools. The proposals for the redistribution of schools were taken and discussed:

1. Selection of school centres and establishment of central schools which would accommodate all children of shhoolage of all communities of both sexes residing within a distance of one mile or who are able to walk that distance. Such schools were considered to consist of separate sections for Hindus, Muslims, depressed classes and girls.

2. Outside this school centre with the central school would be a number of junior schools, serving the needs of younger children who are unable to walk the distance to the central school. These junior schools would contain Standards I and II. Apart from this, there may be outside this school centre well-conducted aided schools under managements capable of developing them into efficient economical schools containing Standards I to V with a full average strength of 30 pupils in each Standard. All these schools, central, junior and well-conducted aided schools comprised a unit of school distribution.

The above report was printed and published by Government in their Order No.740, Education, dated 23-4-1930 with certain modifications suggested by the Director - vide: paras (i) and (ii) on page 27.

Later, in 1931, Mr. Statham, the then Deputy Director of Public Instruction finding it evident that the policy of the department in regard to co-education in elementary schools was not clearly understood by the officers suggested certain modifications and approved by the Director. A circular Proceedings was issued in Proceedings C.No.2352 B/30 dated 19-12-1930 containing the above modifications and these were approved by Government also in their Order No.463, Education, dated 24-3-1931. The above instructions comprised the following points:--

(B)

(1) Consideration of the population for the establishment of a school.

(2) Establishment of a separate school for girls in all areas with a population of 2,000 and above without detriment to the working of mixed schools in such areas for reasons that co-education amongst Hindus even in higher classes presented few difficulties. Much emphasis was laid on the importance of a separate girls' school in areas of 2,000 and above.

(3) In areas with a population of less than 2,000 which form a great majority of rural areas, the policy of encouraging mixed schools bearing in mind to increase the number of women teachers on the staff.

(4) Conversion of girls schools into mixed schools.

(5) Retention of girls into the mixed schools at least for 4 years.

(6) Distinction between the admission of girls in boys' schools and boys in girls' schools.

In 1937, a Sub-Committee of Provincial Educational Council met and its findings were as follows - (copy enclosed). The schemes originally prepared were dropped and instead it was decided to concentrate on the following as being a more practic measure:--

p19

1. Elimination of inefficient and incomplete elementary schools, and
2. Development of schools into complete ones with Stds. I to V.
3. Recognition of feeder schools with Stds. I to III.
4. Conversion of single teacher schools into plural teacher ones.

The reasons for giving up the schemes for the concentration and amalgamation of schools were briefly as follows:--

1. The policy of Government in maintaining separate schools for Muslims and Harijans. The first category could not be amalgamated with the general school owing to the difference in the medium of instruction apart from the minor difficulties of adjusting weekly and other holidays, etc. The latter could not also be amalgamated in many cases as they were run either by the Labour Department as part of their ameliorative programme or by Missions. It was also the experience in almost all parts of the Presidency that schools were only nominally accessible and it was therefore feared that the abolition of these special schools would result in the virtual denial of educational facilities to the pupils belonging to the Harijan community as the Harijan pupils did not of their own accord seek admission into such schools for fear of incurring the hostility of their employers.

2. In most localities the general desire of the parents was for the location of a board school in preference to an aided school whether it was mission or non-mission. There was, therefore, considerable opposition to all schemes where the abolition of the board school was contemplated.

3. The question of accommodation for the amalgamated school presented also difficulties. Amalgamation necessarily meant the provision of additional accommodation, play-field and garden space and in many cases, the amalgamated school irrespective of the management found it difficult to satisfy the need. Distance was another factor as parents did not want their children to walk an additional of even two or three furlongs to the amalgamated sc

4. Above all, private managements with their limited resources and objectives were not in a position to provide for all the school-age pupils in the locality. The Missions, for example, had only the interests of the Cheris at heart, where the converts were living. Non-convert pupils in the cheris were freely admitted probably with a view to future proselytization. These Missions could not very well meet considerable non-recurring and recurring expenditure on the expansion of these small schools into institutions to meet the entire needs of the locality nor were they willing to shift the school to a more central location for meeting the needs of the entire village.

Similarly non-mission aided institutions under teacher-managers did not have the financial resources for expanding their schools. The amalgamation schemes would have meant the closure of these classes of schools though the general condition of many of them was more satisfactory than that of Board schools.

As the primary objectives of these schemes were (1) to avoid waste and (2) to ensure literacy by passing on pupils of Standard I into Standards IV and V, a new solution which would not cause general dissatisfaction was thought of. It was decided that no grant should be given to a school which did not have at least 20 pupils in average attendancex (and not merely on the rolls) In regard to the determination of the number of teachers eligible for grant, it was ruled that the same figure of 20 in average attendance should be taken into account, excluding for calculation underaged pupils as well as pupils who had remained in the same Standard for more than one year. At the same time no school was eligible to get more teachers than there were Standards and for this purpose 35 was taken as the minimum strength. By passing rules on these lines wastage of public funds was eliminated.

To secure proper distribution of strength, it was decided that every school should have five Standards unless it was declared to be a feeder school with Standards I to III or unless it was a newly opened school which was annually opening the higher

Standards. In addition, it was decided to give a statutory cut in grant to every school which could not show 25% of the strength in Standard I in each of the Standards IV and V. If a school received a cut of this kind for successive years, its recognition was also to be withdrawn. I invite your kind attention in this connection to the rules framed with the approval of Government - in particular to Chapter III.

As a result of these new rules, waste was avoided though it must be admitted that plural class teaching was not altogether abolished. On the other hand, there was this decided advantage, namely, that each class of school could expand according to its own resources. Many difficulties which existed then still persist in some measure and it is doubtful if we can close all schools except one in every village without encountering opposition.

Thus under the present rules, there is no wastage of public funds on elementary schools specially under the aided management in the sense that uneconomic schools are allowed to exist. The amalgamation of schools is not likely therefore to lead to considerable savings though there may be an increase in the efficiency, if plural class teaching is reduced. It is true, however, that in so far as schools under public management are concerned these rigid rules were not applicable to them.

The aided schools will present some difficulty as in some districts, they have no resources for expansion. In fact owing to the abolition of the rule permitting increases and the introduction of a new rule fixing the mimimum scales of pay their resources are now greatly reduced. The additional staff, equipment and accommodation needed, cannot therefore be provided by many of the managements. On the other hand, the villagers in many localities desire to have a Board school specially if the other schools are run by missions and it would be difficult to resist this demand.

If the Government feel that the policy of permitting separate schools for special communities and girls and denominational education should be given up, one more attempt may be made though it is very

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The scheme may be lim here

stion of amalgamating schools

urgent nor practicable. Government

will need more and larger buildings girls' r

ow. There is however no need to take le to man

pose. I think necessary information ca

he particulars available in the offices of the

tional Officers and the Inspectresses. The following

tions may be considered as a first step.

1. Board schools:-All schools under board manageme

a village, whether boys, girls or Harijans may be ama

and run as one school. Where it is necessary to utilize

han one building and the lowr classes may be in one buil

the higher in another orsome sections in one and the

in another, but the whole shool may be under one headmast

2. Aided schools:--

(a) It will be dificult to persuade aided managem

algamate, where the managements are different, but wh

possible, this may be done. But all the schools under th

same management should be required to amalgamate.

(b) Where there are aided schools and board school

aided agency is an efficient one, the board schoo

sed and the provision transferred elsewhere leav

to the aided agency.

(c) No new school should be permitted to be

any village already served by another school.

(d) Where differences in language justify more

school in a place, the same may be permitted.

(e) For the present, Muslim girls' schools need not

amalgamated with boys' schools, but they may be amalgamated

with

neral girls' schools if there are any in the locali

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in Munic
ntary schools
quate strength in th
ion in the Mu
hich cannot be
accept these proposals, first there w
a survey for
anges and second, more liberal help should
n be gathe
gements to put up additional accommodation
Di

S. R. Swamy

Director of Public Instruction,
Madras.

REPORT OF THE ELEMENTARY EDUCATION SUB-COMMITTEE OF THE PROVINCIAL ECONOMIC COUNCIL.

Para 17: Our aim then should be to eliminate such inefficient and incomplete schools by withdrawing aid or recognition. The ideal to be aimed at is the five-standard school with a teacher for each standard. This we would define as a complete lower elementary school. But we would permit five-standard schools to have a minimum of three teachers where the strength does not justify more than this number. We realize however that local conditions make it impossible that every school should be of this type. The younger children cannot walk far to school and it is impracticable to set up a school at every mile. We would therefore recognize also the feeder school consisting of standards I and II and even, in exceptional cases, standards I, II and III. But we would only recognize it as long as it was a real feeder school, that is to say, so long as it could show that its pupils were passing on to complete schools. In some places too the number of pupils of school-going age is so small that they are not sufficient to fill each standard and in such isolated areas (and by isolated we mean not merely isolated by distance, but isolated for other reasons), we would allow a fewer number of teachers but we would still insist on instruction upto the fifth standard. We would thus recommend the elimination of all incomplete and inefficient schools by the refusal of aid or subsidy to all those which do not conform to our definition of "the complete school", "the feeder school" and "the isolated school". We realize that these ideals cannot be wholly attained in one or two years and we therefore recommend that time be given to management to make the necessary adjustments.

2/5

Edn.& P.H.Dept.(B2).

D.O.No. 89879.B2/47-3.Edn. dated 19-1-1948.

24/20/1

Dear Mr. Reddi,

Subject:- Education - Elementary Schools - Ways and means to avoid wastage.

Ref:- Dr. Savoor's D.O.No. 2210-B1/47 dated 12-12-47.

p 11 cf

I am to say that the Govt. generally ~~agree to~~ accept the proposals contained in Dr. Savoor's letter cited and to request you to suggest suitable draft amendments to the rules relating to elementary schools for implementing the proposals.

p 18 cf

In the concluding paragraph of the D.O., Dr. Savoor has stated that more liberal help should be made available to managements to put up additional accommodation. I am to ask that detailed proposals on the suggestion should also be sent with an estimate of the additional cost from Provl. funds on this account.

Vide p 22 cf

Yours sincerely,

20.1.48

19/1/48

To

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

E & P.H (B2) Dept.

D.O. No. 89879 B2/47-4. Edn. A 24.2.48

Dear Mr. Reddi,

Subject - Education - Elementary schools - Ways and means to avoid wastage.

I am to enquire when the proposals called for in my D.O. No. 89879 B2/47-3. Edn. A 19.1.48 may be expedited.

In this connection, I am to enclose a copy of the minutes of H.M. (Edn) dated 17.2.48 and to request you to send at an early date a report as required in the minutes.

~~Yours Sincerely.~~

Yours Sincerely.

22/2/48

5/28/2

p.21 cf.

To
Sri D.S. Reddi,
M.B.E.; M.A. (Hons),
D.P.I.
Madras.
(with copy of H.M's minutes)

19.2.48

p7 cf.

E & P.H (B2) Dept.

25

D.O. No. 89879. B2/47-5. Edn. G 17.3.48

17.3.48

Dear Mr. Reddi,

Subject - Education - Elementary Schools -
Ways and means to avoid wastage.

18/3

~~Ref~~

I am to invite a reference to my D.Os. No. 89879. B2/47-3. Edn. G 19-1-48. and No. 89879. B2/47-4. Edn. dated 24. 2.48 and to enquire when the proposals called for may be expected.

p.p. 21423 of

Yours Sincerely,

To

The D.P.I. ✓
(by name)

15.3.48

15.3.48.

18/3/48

16/3/48

ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
31 MAR 1948

MINISTER FOR EDUCATION
GOVT. OF MADRAS
1948

B2 [English translation pp 29-35 infra] 27

1/4

23472

Summary. One Mr. S.A.Ramachandra Togo (Nadar) of Arumuganeri, Tinnevelly Dt., now in Colombo, who says he has had wide experience in the management and organisation of elementary schools, comes forward with a scheme of elementary education which would not cost the Govt. much but which aims at greater efficiency. He has been watching the progress of elementary education in Ceylon where it is matter for the State now.

He suggests that all denominational schools and schools belonging to different managements existing in the same locality can with advantage be amalgamated into one or two schools with a sound strength and staff and taken over by Panchayat Boards and Municipalities wherever they exist. Where there are no Panchayat Boards or Municipalities, they may be taken over by the Dt. Bd. or by the State. All Dt. Bd. Schools, Labour Deptt. schools and other aided denominational schools in the Panchayat area and Municipal area may be abolished or amalgamated as stated above. Govt. need pay aid only to schools in the Panchayat Bd. Municipal and Dt. Board areas. In other cases, the State will run the schools. This will result in economy and avoid wastage as against

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sanctioning of grants to innumerable deanominational schools that vie competing with each other and deteriorate in efficiency.

He suggest also that separate girls' ~~and boys~~ schools in the first five standards are unnecessary. Mixed schools can serve the purpose where boys can be handicraft while girls, tailoring, domestic craft, etc.

KRK 23/3/48

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

29

S. A. RAMACHANDRA TOGO.
Director:
THE CEYLON METAL SYNDICATE LTD.
Agent:
ORIENTAL LIFE ASSURANCE CO. LTD.
THE PROVIDENT INSURANCE CO. LTD.

Telephone: 2625
Telegrams: "MAHARAJ"
98, Hill Street,
COLOMBO, ௨௧-3-1948.

சென்னை, கல்வி மந்திரிகளாம் அவினாசி லிங்கம் அவர்களுக்கு நமஸ்காரம்.

என் சொந்த ஊர், ஆறுமுகநேரி. என் [illegible] ஸ்ரீ T. P. சிவசுப்பிரமணியனாரின் சகோதரன். சொந்த ஊரிலே ஆரம்பப் பாடசாலை மானேஜர்களின் சங்க காரியதரிசியாகவும், திருச்செந்தூர் தாலுகா ஆரம்பப் பாடசாலை மானேஜர் சங்க அங்கத்தினராகவும் நான் பல வருஷங்களாக வேலை செய்திருக்கிறேன். பல ஆரம்பப் பாடசாலைகளில் நெருங்கிய தொடர்பு வைத்து அவற்றின் நடைமுறையில் அனுபவம் பெற்றிருக்கிறேன்.

கடந்த ஐந்து வருஷங்களாக இலங்கையிலிருந்தாலும், சென்னை கல்வி இலாகா விஷயங்களை நுட்பமாக கவனித்து வருகிறேன். இலவச [illegible] ஆரம்பக் கல்வியையும், பாடசாலைகளையும் அரசு பொறுப்பில் ஏற்று நடத்தும் வேலையும் நான் கவனித்திருப்பதால், இதனுடன் இங்கே ஒரு கல்வித் திட்டத்தை உங்களுக்குச் சமர்ப்பிக்க விரும்புகிறேன்.

என்றும் தங்களுக்குத் தொண்டன்

கின்றன. உதாரணமாக ஒருசிறு ஊரில் இந்துபாடசாலை, T.D.T.A (C.M.S.) கிறிஸ்தவபாடசாலை, R.C. பாடசாலை, போர்டுபாடசாலை, முஸ்லிம் பாடசாலை, சர்க்கார்பாடசாலை, ஆண்பிள்ளைப் பாடசாலை, பெண்பாடசாலை, எனபல வேறு போட்டியுள்ள தாபனங்கள் மதத்தின் பெயராலும், ஜாதியின் பெயராலும் ஏற்பட்டு நடாத்தப்படுகின்றன. இப்பாடசாலைகள் வேலைத் திறமையின்றி கலைப்பல விட்டு, பணத்தில் நாட்டமுள்ள உபாத்தியாயர்களைக் கொண்டு, ஒரு ஆசிரியருக்கு இரண்டு மூன்று வகுப்புகளைக் கொடுத்துக்கொண்டு, ஒவ்வொரு பாடத்தையும் சரிவரக் கற்றுக் கொடுக்க இயலாமல், மாதம் பெறுவதையும் சம்பள உயர்வையுமே எதிர்பார்த்திருக்கவேண்டியவர்களாக இருக்கின்றனர்.

இதனால், 10 பாடசாலைகளில் பாடசாலைக்கு 3 ஆசிரியர் விதம் 30 ஆசிரியர்கள், இவ்விதமான வேலையும் செய்ய முடியாமல் ஒரு ஆசிரியர் பல வகுப்புகளை நடத்த ~~படிப்பான~~ யானைப் பசிக்குச் சோளப்பொரிக்கு. அந்தக் கிராமத்தில் ஒரே பாடசாலையை ஸ்தாபித்து அதில் அவ்வளவு பாடசாலை ஆசிரியர்களையும் வைத்துக் கொண்டால்; இரண்டு பாடசாலைகளிலும் போதுமான எண்ணிக்கையில் மாணவர்களைச் சேர்க்கக் கூடும். இவ்வாறு பாடசாலை

S. A. RAMACHANDRA TOGO.
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களிலும் (5 வகுப்புகளிருக்கும்) வகுப்புக்கு இரு ஆசிரியர் ஏற்படுத்தினால் 10 ஆசிரியர்களால் இக்கண மாணவர்களை முறையில் திறமையாக நடத்தவும், 20 ஆசிரியர்களின் மொத்தச் சம்பளம் சர்க்காருக்கு மிச்சமாகும்.

இவ்வகைகளிலும் பட்டணங்களிலும் பலவேறு பாடசாலைகள் ஏற்பட்டு நடத்தப்படுவதை எவரும் மறுக்க முடியாது. மேற் சொல்லியவாறு மாகாணத்தின் எல்லாப் பாகங்களிலும் வியாபித்து பல்வேறு ஜாதி, மத, வேறுபாடுகளினால் ஏற்பட்டுள்ள இந்நிலை பாதுகாக்கப்படுவது விரும்பத்தக்கதல்ல.

இக்குறைபாட்டை நீக்குவதற்க "Champion Scheme" என்ற சர்க்கார் பலவருஷங்களுக்கு முன் கொண்டுவந்து வெளியிடப்பட்டது, 4 வருடமாகியும் இதுவும் அவ்வளவு திருப்திகரமானதல்ல. ஏனெனில், அத்திட்டத்தின்படி Central School களை ஏற்படுத்தி, அதைச் சுற்றிப் பல Feeder School களை இணைத்துக் கொண்டு தேவையில்லாதவற்றை ஒழித்துவிடுதல் (abolish) என்பது கொள்கை. இக்கொள்கையை பின்பற்றுவதற்கு பல்வேறு தனி, (Individual) மத, (Religious) ஜாதி

A

(கூலி) பாடசாலைகள், [illegible]கள் [illegible]கள் பாடசாலைகளை எடுத்துவிட[illegible], உத்தியோகஸ்தர்களையும், சட்டசபை மெம்பர்களையும், [illegible]களையும் கூட [illegible] பிடித்து [illegible], மக்கள் [illegible] வழிக்குட்படும்.

~~[illegible]~~ இவற்றையெல்லாம் சேர்ப்பது சர்க்காருக்கு [illegible] என்னவென்றால், பாடசாலைகள் யாவற்றையும் சர்க்கார் எடுத்துக் கொள்வதே சிறந்த முறை. இதனால் இந்த முறையில் சர்க்காருக்கு இன்னும் செலவு அதிகரிக்குமென்ற எண்ணம் ஏற்படலாம். அவ்விதம் செலவு அதிகரிக்காமலிருக்க, கீழ்கண்ட உபாயங்களைச் [illegible] தெரிவிக்கிறேன்:—

1) முனிசிபாலிட்டி + பஞ்சாயத் போர்டு உள்ள இடங்களிலெல்லாம் பாடசாலைகளை அந்த சபையாரிடம் ஒப்படைத்துவிட வேண்டும். அந்தந்த சபைகளில் பஞ்சாயத் போர்டு பாடசாலை அதிகாரிகளுக்கு சர்க்கார் [illegible] கொடுத்துவிட்டால் அவர்கள் [illegible]களையும், பாடசாலைகளை நடத்துவதற்கு வேண்டிய [illegible]களையும் [illegible] சமாளித்துக் கொள்வார்கள். இதர இடங்களில் District Board Labour Dept. ல் சர்க்கார் பாடசாலைகளை எடுத்துவிடவேண்டும்.

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(5)

2) நகரசபை (Municipality) + பஞ்சாயத் போர்டு இவைகளின் அதிகாரியின் பாடசாலைகள் எல்லாம் District Board ல் சர்க்கார் பாடசாலைகளாக மாற்ற வேண்டும்.

அவ்விதம் மாற்றுவதால் [illegible] பாடசாலைகளை கட்டிடங்கள் [illegible] என்ன செய்வதென்று பிரச்னை ஏற்படலாம். அதனை இவ் நடத்துவதற்கு பாடசாலைக் கட்டிடங்களை சர்க்கார் வாடகைக்கு அல்லது Nominal வாடகைக்கு எடுத்துக்கொள்ளலாம்.

சர்க்கார் ~~[illegible]~~ இவ்விதம் பஞ்சாயத் போர்டு [illegible] [illegible] கட்டுப்படுத்தியும் ஒழுங்குபஞ்சாயத்துகளிடமே ஒப்படைக்கவேண்டும்.

3) 1 முதல் 5 வரை வகுப்புகளில் ஆண் குழந்தைகள் பாடசாலைகள் அவசியமில்லை. ஆண் பெண் பாடசாலைகளை mixed பாடசாலைகளாக்கி, ஆண்பிள்ளைகளுக்கு [illegible] பெண்பிள்ளைகளுக்கு உபாத்தியாயினிகளைக் கொண்டு, தையல், சமையல் முதலிய பெண்களின் கலைகளை போதிக்கச் செய்யலாம்.

C.F. 32

~~EDUCATIONAL~~ Department

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

Designation Director of Public Instruction

Station Madras

Received 25 MAR 1948 Registered

To

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

Enclosures:

22535

R.C No. 2210-B.1/47 dated 19th March 1948.

Sir,

SUBJECT: Elementary Education - Elementary Schools - Ways and means to avoid wastage.

Ref: D.O. No.89879-B.2/47-3 dated 19th January 1948 and 24th February 1948.

p. 21 ante.

p 23 ante

-@@@-

p. 18 ante

In continuation of Dr. Savoor's D.O. No.2210-B.1/47 dated 12th December 1947, I have the honour to state that the suggestion of suitable draft amendment to the Rules relating to Elementary Schools, referred to in para 1 of the D.O. dated 19th January 1948, does not arise as the proposals under contemplation are to amalgamate the aided institutions with those of Public Managements and is therefore only a matter of departmental policy. As the question of approving the amalgamation of schools has been delegated to the Director, I propose to issue necessary instructions to the departmental officers and give publicity to the policy.

p 21 ante

2. As regards the detailed proposals regarding the availability of liberal help to the managements to put up additional accommodation, I may state that no special grant is proposed. But what was meant is to provide for more funds for grants to elementary schools for the construction of buildings to aided managements and more liberal subsidy to the District Boards for construction of school buildings.

p. 23. ante

3. As regards a report called for in para 2 of Government D.O. No.89879-B.2/47-4-Education dated 24-2-1948, I shall submit a reply separately.

VRR
24/3

for DIRECTOR OF PUBLIC INSTRUCTION.

S.N./24.3./ SD
24/3

Edu. and P. H. Deptt. (B2)

D.O. No. 14549/49-1-B2-Edu., dated 19.3.1949

D. p. (F.D.) 19/3/49 & file with (A)

Dear Mr. Bhadriah,

Sub:- Education – Elementary – Ways and means to avoid wastage – Amalgamation of uneconomic schools – Abolition of Single and Double Teacher Schools.

In continuation of the correspondence ending with Mr. Reddi's official letter, Rc. No. 2210-B,/47, dated 19.3.1948, I am to say that the Govt. have since decided that their previous orders on the following subjects should be given effect to wherever necessary:-

p. 37 cp. of (A)

(i) Amalgamation of uneconomic schools in the same locality

(ii) Amalgamation of boys' and girls' ranges.

and (iii) Amalgamation of boys' and girls' schools in the same locality when either of them is uneconomical.

2. The Govt. have also decided that single teacher or double teacher schools should be allowed to ~~be~~ ~~opened~~ exist only in villages where there is no other school at all, but that even this concession should be ~~granted~~ allowed only for a certain number of years within which the schools should show signs of ~~quick~~ growth.

3. I am to request you to take necessary action to implement the above decisions of the Govt.

Yours Sincerely,

19/3/49

17/3/49

18/3/49

17/3

To Sri P. Bhadriah,
D.P.I., Madras
& (2 S.C.'s.)

B2 U 45

EDUCATION DEPARTMENT

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS

To

The Secretary to Government,
Education and Public Health Department,
MADRAS

ASST. SECRETARY TO GOVERNMENT, EDUCATION AND PUBLIC HEALTH DEPT.
26 ... 1

Rc. No.2210 B1/47 dated 19th April '49

Sir,

Sub:--Education--Elementary--Ways and means to avoid wastage--amalgamation of uneconomic Schools--abolition of single and two teacher Schools.

31481

Ref:--Govt. D.O. No.14549/49-B2-Edn. dated 19-3-49 p-39 of Go (V)

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1) Amalgamation of uneconomic Schools in the same locality.

2) Amalgamation of boys' and Girls' Ranges.

3) Amalgamation of Boys' and Girls' Schools in the same locality, when either of them is uneconomical.

Orders have already been issued to the Local Bodies and Inspecting Officers in this Office Circular Proceedings Rc. No.1397 B1/48, dated 1-7-1948 to give effect to the above points. Consequent on the abolition of such distinction as Boys and Girls' Ranges from 15th May 1948, the distinction between Boys' and Girls' Schools also has been abolished and the Officers have been asked to encourage the amalgamation of the Boys and Girls' Schools wherever possible in the interests reducing plural class teaching. To give effect to amalgamation, instructions were issued in Pros. Rc. No.2746 -B2/48, dated 29-9-48 and Pros. Rc. No.3488 B2/48 dated 3-2-49. The teacher-resources of small separate Schools are thus expected to be mobilised towards the formation of large economical and efficient Schools.

2. In regard to the question of improving the single and two-teacher Schools into two-teacher and three-teacher Schools, the process in respect of the former has been going on from 1937 and instructions will be issued regarding the latter improvement to the Inspecting Officers and the Local Bodies to improve the strength further in two-teacher Schools to make them three-teacher schools. A time Schedule of five years may be fixed for these improvements and the position may be reviewed at the end of the 5th year from 1949-50.

3. It may be stated here that the number of Single-teacher schools fell from 18,509 in 1937 to 9,532 in 1942, to 7,849 in 1943, to 7,240 in 1944, to 6,704 in 1945, to 5,933 in 1946 to 5,410 in 1947. There are 4,417 single teacher Schools at present with reference to the latest statistics, and a five year period is suggested in order to eliminate the single teacher School. Even the single teacher schools will lose their recognition, if the efficiency Tests No. 1 & 2 viz. completeness of Schools and minimum strength are not relaxed. Single teacher Schools may function only, if there is no scope for these schools to be developed into plural teacher schools on account of the paucity of the school-going children in the locality. It is suggested that newly opened schools may be given three years' time to become at least two-teacher Schools.

R3
26/4/49

4. There is no list of two-teacher schools available for the present and the Inspecting Officers have been asked to

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EPH (B2) D

~~Sub: Adult Education Conference~~ Dr. F.C. Laubach's visit Necessary Arrangements for.

p-1-cf

Ref: From the Organising Secy., South Indian Adult Education Association, Madras, dated 13.3.1949

Please see the communication received from the Organising Secy., S.I.A.E.A., Madras, at page 1 c.f.

As regards the request of the Organising Secy., [item 4] to depute one Reporter or stenographer for the conference to record the proceedings, it is submitted that it is not usual to depute ~~any~~ stenographer from the ~~Educati~~ Dept of the Sectt. ~~or~~ for the purpose. Usually the Legislative Sectt have to make ~~such~~ the arrangement for deputation of a ~~stenographer~~ stenographer from the Leg. Sectt for the purpose. But as the meeting of the Assembly has to continue till the end of this month, it may not be possible for them to depute somebody for the purpose. The request of the Org. Secy., therefore will not be complied with.

As regards the other requests [items (1), (2) & (3)], Food and Home Depts. have to be consulted in the matter.

The file may be sent to ~~Food and Home~~ us.

25/4/49

43

furnish the information from the list of recognised Elementary Schools, to be maintained by them, with reference to appendix 1 of the Rules regarding elementary Schools. When this list is received, the Officers will be instructed to improve the status of the single and two teacher schools by a 5 year plan, exception being given to Schools in remote rural areas, where there is no scope for improvement for the time being. The Officers have also been asked to furnish a list of pupils of School-going age in respect of the areas served by the Schools and this will help to determine the scope for improvement or otherwise of the single and two-teacher Schools. By this it is hoped to complete the process of eliminating single-teacher schools and thus improve their status.

Yours faithfully,

For Director of Public Instruction

Clb.20-4-49

21/4 21/4

44

115

E.P.H.(B2) Dept.

65
9/5

D.O., 31481 B2/49-1 Edn., dated 9.5.49

Dear Mr. Bhadriah,

Sub: Education - Elementary - Ways and means to avoid wastage. Amalgamation of uneconomic schools.. Abolition of single and two teachers schools.

Ref: Your letter no. 2210 B1/47, dated 19.4.49.

pp. 1-3 cp

The Govt. generally concur ~~with~~ in the views expressed by you in the letter ~~read~~ cited already in regard to ~~we~~ amalgamation of uneconomic schools and abolition of single and two teacher schools. You may take further action accordingly.

Yours sincerely,

9/5

To Sri
~~Mr.~~ P. Bhadriah, M.A., L.T.,
D.P.I., Madras.

14/5

RSM
6.5.49

E&PH Dept.

Elementary schools - Wastage. - Remedies.

13.11.47

SECRETARY TO GOVERNMENT
18 NOV 1947
EDUCATION AND PUBLIC HEALTH DEPT.

J9879

Secretary, E.& P.H.

If we are to get proper value and worth for the money that we may spend for elementary education, we must find ways and means to avoid wast~~t~~age in it. The wast~~t~~age in elementary education today exists in the following ways:

(1) In villages which can have only one elementary school there are sometimes two schools both of them with a few teachers and doing plural class work. These may be combined.

(2) In villages which can maintain only one school there are two separate elementary schools for boys and girls with indifferent strength. These may be combined into one.

(3) In villages where there can be one good school, there are schools maintained by Local Boards as well as aided agencies. These also may be combined into one.

If these wast~~t~~ages are to be avoided, it is necessary for us to take a survey of the various villages and their population along with the school-going children in those villages so that we may fix the number of schools that these places may be able to maintain.

This survey, I think, may not be difficult to do since our Dy. Insprs. of Schools are in touch with almost all the villages in the Taluk. Information that we ~~may~~ get/may also be checked with the detailed Census of the Taluk that may be available.
Mr. Muhammad, Divl. Inspr. of Schools, Anantapur, who met me in Cuddapah tells me that it is not difficult for the Education Dept. to make this survey. This matter may be referred to the D.P.I. so that we shall be able to know in which villages how many schools we want and if the villages are too small to maintain a single school, which villages

p.t.o.

47

may be combined to provide a single school.

The survey that may be submitted to Govt. must also contain suggestions for avoiding the wasteage referred to above.

T.S.A.
12-11-47

Camp: Cuddapah,
12-11-'47.

H.M. Education.

Ev. P.H. (Br.) Dept.

A draft D.O. to the D.P.I. is subd. — p 1 CF

17.11.47

17.11.47

18/11/47

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p 4 CF

3

Secretary, E. & P.H.

Please see A marked on page 2 of the speech sent herewith. The D.P.I. may be asked to take the necessary steps to combine these uneconomic schools and report the steps taken in that direction.

I had sent a note that one of the many ways of raising the status of the teacher and giving him greater protection will be recruitment of teachers for individual schools without possibilities of transfer. That matter may be examined and put up soon.

T.S.A.
20-11-47

H.M. Education.

Copy to D.P.I. with a copy of the speech.

Ev. P.H. (Br.) Dept.

ASST. SECRETARY TO GOVERNMENT
21 NOV 1947
EDUCATION AND PUBLIC HEALTH DEPT.

SECRETARY, EDN. AND P.H. DEPT.
21 NOV 1947
92335
GOVERNMENT OF MADRAS

B

C

Please see the minutes of H.M. (Edn) above.
With ref. to "B" above a ~~draft D.O. to the D.P.I. is subd.~~ D.O. has already been sent.

G.T.C.

t the D.P.I. on the subject (p. 4 c.f.). For orders whether a further refce. sh. be made to him. If so, the draft below is for appl.

'C' on p 3 ante the file has been sub. separately.

2/12/47

5/12/47 S

Since disposed of in for. 113
16-1-48
Put up separately

(Issued as D.O. No.89879 B2/47-1 Edn. dated 19-11-47).
(" " D.O. No. 89879 B2/47-2. Edn. d 8-12-47.)
From the D.P.I., D.O.No. nil dated 12-12-47.

C.No.98406/47.

The D.P.I. has explained the steps taken by the ~~(Dept.~~ Govt. & Dte. from time to time for avoiding ~~the~~ wastage in Elementary Education. He has now made a few suggestions in the matter of improvement of elementary schools. These suggestions can be given effect to by introducing suitable amendments to the rules for recognition and aid to elementary schools. The file may be submitted to H.M. for orders whether the suggestion of the D.P.I. may be accepted and whether he ~~can~~ may be asked to

pp 17-18 cf

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to forward draft amendments to rules. [The director's reply to the D.O. at p. 7 cf. has not yet been recd. But the points raised in HM's speech at 'A' in p 4 cf have been covered by the D.O. in pp 11-18 cf].

22.12.47

23.12.47

30/12/47 S

Appy (Cw.)

The suggestions made by the D.P.I. are in line with the suggestions made by us. The suggestions may be accepted and if any amendments to the rules are necessary, he may be asked to forward draft amendments.

SECRETARY, EDN. AND P.H. DEPT.
12 JAN 1948
GOVERNMENT OF MADRAS

TSA
11-1-48

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

16.1.48

16.1.48

17/1/48 S

p. 21 cf. [Issued as D.O.No. 89879 B2/47-3. Edn. d 19-1-48]

Recommendations of the Retrenchment and Reorganisation Committee:—

With reference to separate institutions for girls, so far as elementary schools are concerned the Committee felt that there was no need for separate institutions.

All uneconomic schools be they Government, or aided, for boys or girls which have less than 20 pupils per class on the average should be closed. If a Local body or a private agency comes forward to start and run a school or is prepared to manage an existing Government school, it should be enabled to do so. The Government should not open a school in an area which is already provided for or where a private agency is likely to open one.

A |

B | Uneconomic practising schools attached to training institutions may be closed.

Please see the recommendations of the Retrenchment Committee above. In view of the reference made to the D.P.I. in the D.O. at p. 21 cf, no further action seems called for the recommendations referred to above.

A above the Govt. in the Ed. Dept. do not at present maintain any elementary school in the plains.

27.1.48

B also

6 On p 4 ante 46 A separate refce has been made to the D.P.I. on the point (cf. 5503/D2)

27.1.48

28/1/48

PTO

A2 49 2

Secretary, E.& P.H.

With regard to the expansion of elementary education, the D.P.I. reported that the work as it is to-day is very inefficient and for that reason he even suggested that expansion should not be given effect to for this year. The D.P.I. may be asked to point out the reasons for this inefficiency and how he expects to make it more efficient and what steps he is taking in this direction.

ISA
17.2.48
H.M.Education.

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

Please see the H.M's minutes above.
A draft D.O to the D.P.I. is subd.

19.2.48

22/2/48

From the D.P.I. No. 2210 B1/47 Dated 19.3.48.

p37 f In his letter at pages 11-18 of the D.P.I. suggested some measures for avoiding wastage in elementary education. His proposals were accepted by Govt and he was asked to suggest suitable draft amendments to the rules relating to Sly. schools for implementing

p21 f them. He was also asked to send detailed proposals with an estimate of cost involved if more liberal help to managements to put up additional school buildings should be made available. The D.P.I. points out that the measures suggested by him involve no

p37 f amendments to the rules relating to Sly. schools. He also points out that his intention in recommending ~~[illegible]~~ more liberal help to managements was that more funds should be provided for payment of

B 48

p37/

Subsidy or grant to local bodies and aided management for putting up school buildings.

It may be noted that Govt. have under consideration separate proposals for restricting the grants payable to each type of school and for paying grants to local bodies and private managements for constructing school buildings out of loans, to be raised instead of from ordinary revenues. In connection with these proposals detailed particulars have been called for from the D.P.I. regarding the number of schools in rented buildings etc. The D.P.I.'s reply is awaited.

vide note at (2)

Attention may also be invited to the proposal in the L.F. for sanctioning cheap type designs for school buildings.

In the circumstances no further action seems called for in this file. The papers may be recorded after perusal by H.M (Edn).

Re 9.4.48

A separate file has been started on the point referred to in HM's minute on page 7 ante and paragraph 2 of the D.O. on page 23 C.F.

12/4/48

S 14/4/48 (Sec.)

15/4

Edn/Ms no 946 Edn. Dt 20/4/48

TSA 16-4-

SECRETARY, EDN. AND P.H. DEPT.
19 APR 1948
GOVERNMENT OF MADRAS

Recorded.

20/4/48

Rs 19.4.48

Education – Elementary – ways and means to avoid wastage – Papers recorded.

9

Extracts from the Note for the Cabinet on "Elementary Education – Improving Efficiency".

AVOIDANCE OF WASTAGE IN THE ADMINISTRATION OF ELEMENTARY EDUCATION.

There has been found to be a great deal of wastage in the administration of elementar education. The matter has been considered and to avoid wastage orders have been issue and the following steps taken :—

A

(1) Amalgamation of uneconomic schools in the same locality.

(2) Amalgamation of boys' and girls' ranges.

(3) Amalgamation of boys' and girls' schools in the same place when either of them is uneconomical.

XIII. The question is whether these orders may be given effect to wherever necessary.

ABOLITION OF SINGLE-TEACHER AND DOUBLE-TEACHER, ETC., SCHOOLS OR THEIR AMALGAMATION.

There is a feeling that single-teacher and double-teacher schools are not efficient and are not working properly and that these single-teacher and double-teacher schools must be abolished. Where there are two single or double teacher schools in a village, they can be amalgamated as above but in certain villages there is only one school which is either a single-teacher school or a double-teacher school. In such villages it has been found to be a hardship to abolish those schools and so, though we want to discourage single and double teacher schools in villages where there is no other school except a single or double teacher schools, it will work as a hardship upon the people if we abolish even the one existing school and that will also lead not only to the reduction of educational facilities but also to agitation.

B

XIV. The question now is whether we shall allow such schools only in villages where there is no other school and whether it should be limited to a certain number of years within which it must show signs of growth.

Extract from the proceedings of the ~~Informal~~ Meeting of Ministers to discuss the policy on Elementary Education held on the 12th and the 13th January, 1949.

[(12),] (13) and (14). Approved.

Extract from the proceedings of the MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT ST. GEORGE, MADRAS, ON SATURDAY, THE 12TH FEBRUARY 1949.

AGENDA

10. Elementary Education - Improving efficiency - Levy of Education Tax by District Boards - Recommendations of the Cabinet Sub-Committee.

ORDER.

It was decided that the decisions arrived at by the Cabinet Sub-Committee regarding elementary education should be approved subject to the modification that as regards the shift system it may be tried in 10 selected areas in the province. As regards Point (15) the decision was that the previous decision (i.e., medium of instruction in elementary and secondary schools - Government of India's resolution) will stand. As regards the question of levy of education tax by District Boards it was decided that the Secretariat department should examine the matter and prepare a note for consideration by the Cabinet.

K.R.M.
14-2-1949.

O.P.Ramaswamy Reddy,
PREMIER.

K.R.M.
15-2-49.

14549
18-3-49

Mr. R. [illegible] put up all pre papers on the subject [illegible]

Edu. & P. H. Dept. (B2)

With reference to the extracts at page 1 ante, attention is invited to the previous papers on the subject in G.O. No. 946, Edu., dated 21.4.1948. In the D.O. at page 21 c.f. of the G.O., the D.P.I. has already been informed that the Govt. generally approve of the proposals at pages 17-18 c.f. of the G.O. In continuation, perhaps, the ~~D.P.I.~~ Director may now be apprised of the decisions of the Govt. at 'A' & 'B' overleaf. A draft D.O. is subd. below for approval. After issue, this may be filed with (A).

H.M. may see.

17/3/49

D.S.M. 18/3/49

S 19/3/49

U.S. (Edn.)

dated 19/3/49

TSA 19-3-49

EDN. AND P.H. DEPT. 19 MAR 1949 GOVERNMENT OF MADRAS

E. & P. H. Dept. (B2)

C.N. 3145 B2/49

pp 1-3 c.f.

Sub:- Education - Elementary - Ways and means to avoid wastage - Amalgamation of uneconomic schools - Aboli of single and two teacher schools.

Ref:- From the D.P.I. No.2210-B1/47, dated 19-4-49.

The notes on pp.49-50 and the D.O. on page 39 of G.O.No.946-Edn., dated 21-4-48, may be read. The D.P.I. has issued necessary instructions to Local Bodies and Inspecting officers in regard to amalgamation of uneconomic schools and abolition of single and two teacher schools. In his letter on page 1 c.f., he further states that single and two teacher schools may be improved into two teachers and three teacher schools in the course of five years and that newly opened schools may be allowed to develop into two teacher schools within three years. In view of the instructions already issued by the D.P.I. no further action seems called for. The views of the Director may generally be concurred in and he may be informed of this by a D.O.

H.M. may first see.

D.S.M. 3/5/49

S 3/5

H.M. (Edn.)

5/5

JOINT SECRETARY TO GOVERNMENT 5 MAY 1949 EDUCATION AND PUBLIC HEALTH DEPARTMENT

A draft d.o. is submitted below for approval.

D.S.M. 7/5/49

S 9/5

[To be added to (Y) after issue]

6.5.49.

6/5/49