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Seott. 51-27-60,004-17-11-48

Edu. A.P.H. (1949) Department.

M₀ SERIES.

G.O. NO. 1299 Edu

Dated

28.4.49

notations marked
as so on pages 11, 13, 22+27.6 to
hyperad.

(45)

119-33 ef
p35 ef
p49 ef
115255 ef
p61 ef
1163-66 ef

[Despatch Abstract.]

Elementary Education - Improving Efficiency -
Decisions of Cabinet. 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.

Special.

Secretary, E. & P.H.

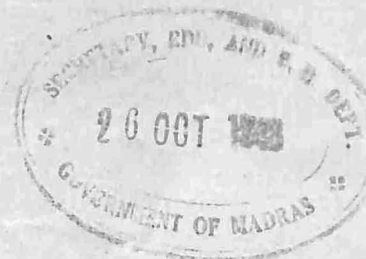
The Cabinet wanted an exhaustive note on the Reforms in Elementary Education to be circulated, for discussion at an informal meeting. I am herewith sending a draft note. You may check the figures, supply appendices and fill in blanks and put it up as soon as possible. I shall be glad if the whole thing is finished in three or four days so that the matter may be put up to the Cabinet as soon as possible.

If there are any other matters which also should come up for decision, they may also be put up.

ISA
25-10-28

H.M. Education.

Copy to the D.P.I. with a copy of the draft note.



The note has been checked and figures inserted as far as available in the Sectt. The Appendices also have been added and placed below. Certain figures are not available here. I have asked the Dy. Director to supply the figures, and he will do so when he returns the copy of the note sent to him. He said he will send back the note in a day or two. Meanwhile the note and -- appendices may be sent to Press and proof obtained. The corrections if any and the figure supplied by D.P.I. will be incorporated in the proof.

AM
25/10/28
5/10/28
H. (Lm)

I wonder whether this should be printed. The figures from the Deputy Director may be collected and put up to me before finalising.



ISA
28-10-28

2
The corrections suggested by the D.P.I. and the statements furnished have been incorporated in the note.

The figures required on pp. 7 and 31 ^{of the note,} are not available either in the Secretariat or in the D.P.I.'s office. The note may be amended as indicated in pencil.

It will be difficult to roneo so many pages. The statements will not come out properly in the roneo copies. Moreover a number of copies has ~~also~~ to be prepared. It seems better to get the note ~~revised~~ printed.

21/11/48 S

21/11/48

(Lm)

~~21/11/48~~

Yes; as the note covers many pages, it may be printed. While printing, apart from the note, the various notes circulated to H.Ms. before and annexures referred to in the note, may also be printed along with the note continuously in a book form.

With regard to the note itself, on page 3, the calculation has been given as follows:

"The cost for 5 years will be Rs.9 crores at Rs.12/- per annum per pupil for 70 lacs of pupils and for 8 years the cost will be Rs.27 crores at Rs.25/- per annum per pupil for 105 lacs of pupils."

I do not understand how this calculation has been arrived at. The calculation may be given in the following form in the note itself:

The cost if compulsion is for 5 years crores
The cost if compulsion is for 8 years crores
The details of the calculation may be given in an appendix.

(2) Page 6 gives the calculation of the cost if compulsion is introduced only for five years to be done within 10, 15 and 20 years but that will be necessary to show is the cost per quinquennium if it is spread over 10 years, 15 years and 20 years. That may also be worked out and given.

(3) On page 8, it has been said that the savings effected out of the shift system will be just sufficient for paying the allowance to teachers engaged in the work etc. This will be so now because most



3
of the schools are not 5 teacher schools. With compulsion, every school will be almost a five-teacher school and the saving will be much greater. I think the saving may be put down as 10%. That may be made clear in the note.

(4) On page 12, the cost of the training of teachers has been worked out. The cost for the next quinquennium if it is spread over for 10, 15 and 20 years may also be worked out on this basis and put up.

(5) On page 21, instead of saying whether appendix G may be approved, it may be made clear as follows:

The question is, whether we will approve the proposals in appendix G, i.e.,

- (a) Increase the initial pay of the D.E.Os. to Rs.300
- (b) Whether they will be recruited before training. within the age of 25 and sent up for training so that better material may be recruited.

In addition to the points mentioned above, I think we may include two more items: 3

(1) One is about religious instruction in elementary schools about which H.Pr. has made a reference in another file. It came to me just a few days back and I noted that it may be ~~included~~ included along with these notes. That may be done.

(2) The second is, the Government of India Resolution on the medium of instruction in elementary schools.

The notes on these two matters may be prepared and included in this note. The Govt. of India Resolution itself may be shown as an appendix.

157
6.11.48

Portion A^{1D} in H.M.'s note:- The D.P.I. may have to be consulted. The u.o. note below is for approval.

Portion B:- The figures required have been supplied

Portions C and E:- The note has been revised suitably.

Portion D:- The D.P.I. may have to be consulted.

Copy of note kept below.

Portion F:- Further action ^{will be} ~~is~~ being taken separately.

8.11.48
8/11/48
AS.111
S
by
9/11/48

The main note has been amplified and added to with refer. to the D.P.I. as reply as (A).

15.11.48

2. In the meanwhile H.S. may arrange to have notes prepared on the two items.

8/11/48

Noted
8/11/48

for handwritten to
in 24/10. 10 DDE.
Opn.

B. E. O. & B. O.

27.10.48.

g.p.
9/11
B. & H. Secy
9/11



Special.

Secretary, E. & P.H.

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If there are any other matters which also should come up for decision, they may also be put up.

159

25-1598

H.M. Education.

Copy to the D.P.I. with a copy of the draft note.

25.10.48

With reference to the point raised on page 3 of the draft note for Cabinet sent to the D.P.I. by H.M., the Director has worked out the cost of introducing for 5 years compulsion at Rs.9 crores and at Rs.27 crores if it is extended to 8 years. It is not known how these figures have been arrived at. The D.P.I. may be asked to furnish details of figures.

It may be noted that the cost of 5 years has been worked out for 70 lakhs of pupils. It seems sufficient if the cost is calculated for 35 lakhs of pupils who are yet to be brought under instruction. Similarly in the case of compulsion for 8 years the cost will have to be worked out for only 70 lakhs of pupils who will be newly enrolled in schools, instead of 105 lakhs as taken by the Director. The Director may be requested to verify these figures and to say whether they require any revision.

2. In page 11 of the note for the Cabinet figures of cost for training of teachers have to be entered. The Director has furnished figures on the basis of the scheme of compulsion is to be introduced within

p 37 of
15.11.48

SM
7/12/48 by
7/12/48 P.

NOTE FOR THE CABINET.

ELEMENTARY EDUCATION—IMPROVING EFFICIENCY.

With regard to the expansion of elementary education and the various problems connected with it, it was decided sometime back that a detailed note over the whole matter might be circulated to all Hon'ble Ministers and considered at a formal or informal meeting of the Cabinet. Accordingly, this note is prepared.

The main problems connected with elementary education are—

(1) Expansion, i.e., as to in how many years compulsory elementary education will be brought into effect in the Province.

(2) As Basic education is our policy, how we are going to introduce Basic education throughout the Province.

(3) The matter of improving the administration of elementary education so that the money spent may be properly spent and wastage avoided.

BASIC EDUCATION.

Before taking up the matter of the pace of expansion, we should have a clear understanding of our policy on Basic education. The main aspects of Basic education as adumbrated by the Hindustani Talimi Sangh are as follows:—

(1) Education through craft and other activities.

(2) Every child must be provided education on these lines for seven years. (In the Post-War Development Scheme as has been approved by the Government of India, it is eight years.)

(3) It must be compulsory on a nation-wide basis.

(4) It must be free.

(5) The craft is intended not merely as an instrument of teaching but also as an instrument of production through which there will be income for the school.

(6) There will be no English in the Basic school throughout the course of seven years but instead there will be Hindustani from the sixth year.

The difference between this and the Basic education as accepted by the Government of India, in their Report on Post-War Educational Reconstruction, popularly called the Sargent Report, is as follows:—

(1) There must be compulsion for eight years.

(2) There must be provision for English in the senior basic stage.

(3) While craft should be an important activity for education, it need not be viewed from the point of getting an income.

This Government have accepted Basic education as adumbrated by the Hindustani Talimi Sangh for the first five years. The Hindustani Talimi Sangh also contemplates a pre-basic course of one year thus bringing up the whole basic course to eight years. In South India, children go to school much earlier, i.e., at five plus and so, it is necessary to begin with pre-basic class. Taking into account the pre-basic class also, the basic course as advocated by the Hindustani Talimi Sangh also comes to eight years. This Government have ordered that the Basic education as advocated by the Hindustani Talimi Sangh for the first five years including the pre-basic course may be accepted as their policy in this Province.

The reasons why we are not able to accept the Basic Education Scheme in full are as follows:—

The implications in the scheme of the Hindustani Talimi Sangh are—

(1) that it must be compulsory for eight years;

(2) it must be free; and

(3) there must not be English.

We have not been able to provide compulsory elementary education for even five years for as many as half the number of school-going population and unless we are able to make arrangements to do so, it will not be possible for us to accept compulsion for eight years. It is also a matter of finance. The cost for providing compulsion for eight years will roughly be more than three times the present cost.

The cost if compulsion is for five years will be Rs. 441 lakhs.

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ten years, we must provide for every year, teachers for 3.5 lakhs of children. The average number of children per teacher has been calculated to be about 20 and that will come to about 12,000 teachers and so, on an average, we will have to train 18,000 teachers per year. The cost for this training will be as follows :—

Cost of training of teachers— Ten-year plan.				Cost of training of teachers— Fifteen-year plan.				Cost of training of teachers— Twenty-year plan.			
Years.	Number of new basic training schools to be opened.	Cost.	Number of teachers who will become available.	Years.	Number of new basic training schools to be opened.	Cost.	Number of teachers who will become available.	Years.	Number of new basic training schools to be opened.	Cost.	Number of teachers who will become available.
		RS. LAKHS.				RS. LAKHS.				RS. LAKHS.	
1949-50	34	8.41		1949-50	34	8.41		1949-50	34	8.41	
1950-51	34	22.78		1950-51	21	19.50		1950-51	34	14.21	
1951-52	34	38.09	9,500	1951-52	24.24	9,500		1951-52	34	15.01	9,500
1952-53	—	44.82	12,200	1952-53	24.74	11,200		1952-53	34	15.01	9,500
1953-54	102	44.82	14,900	1953-54	24.74	11,200		1953-54	34	15.01	9,500
1954-55	—	44.82	14,900	1954-55	24.74	11,200		1954-55	34	15.01	9,500
1955-56	—	44.82	14,900	1955-56	24.74	11,200		1955-56	34	15.01	9,500
1956-57	—	44.82	14,900	1956-57	24.74	11,200		1956-57	34	15.01	9,500
1957-58	—	44.82	14,900	1957-58	24.74	11,200		1957-58	34	15.01	9,500
1958-59	—	44.82	14,900	1958-59	24.74	11,200		1958-59	34	15.01	9,500
1959-60	—	44.82	14,900	1959-60	24.74	11,200		1959-60	34	15.01	9,500
1960-61	—	44.82	14,900	1960-61	24.74	11,200		1960-61	34	15.01	9,500
1961-62	—	44.82	14,900	1961-62	24.74	11,200		1961-62	34	15.01	9,500
1962-63	—	44.82	14,900	1962-63	24.74	11,200		1962-63	34	15.01	9,500
1963-64	—	44.82	14,900	1963-64	24.74	11,200		1963-64	34	15.01	9,500
1964-65	—	44.82	14,900	1964-65	24.74	11,200		1964-65	34	15.01	9,500
1965-66	—	44.82	14,900	1965-66	24.74	11,200		1965-66	34	15.01	9,500
								1966-67	34	15.01	9,500
								1967-68	34	15.01	9,500
								1968-69	34	15.01	9,500
								1969-70	34	15.01	9,500
								1970-71	34	15.01	9,500

V. Now, the question is whether the pace of increasing the training of teachers may be extended to ten, fifteen or twenty years.

TEACHING PRACTICE AS A BIFURCATED COURSE.

There is one way in which the cost of the training schools may be reduced. At present, we are having a two-year course after the VI Form for secondary training. It has been said that if teaching practice can be introduced as a bifurcated course in our present high schools, the cost of training will be considerably reduced. Some experts are of opinion that it may also improve efficiency and get better type of men and women for the teaching profession. A note has been circulated to Hon'ble Ministers already (please see that note for particulars—Appendix D).

VI. The question is whether in view of the above advantages, teaching practice may be introduced as a bifurcated course in high schools.

REFORM IN ADMINISTRATION.

The third important aspect of the reorganization is the administration of elementary education. At present, of the thirty-one thousand and odd schools in the year 1946-47, 12,665 schools are under district board management, 15,534 under aided management, 1,620 under Government and the rest under municipal councils and panchayat boards. Board managements are inefficient in many ways. The lack of supervision, the constant transfer of teachers, delay in payment of salaries and the dual control between the board and the Department, are some of the defects that have been pointed out in the local board administration of schools in the last quarter of a century. These defects have resulted in a great deal of inefficiency and wastage. It has been felt on all hands that the district board administration of elementary schools has been a failure and a different means of administration must be evolved to make it more efficient and successful. As a substitute, the following suggestions have been made :—

(1) *Constitution of Taluk Education Boards.*—These should not be confused with the Taluk Education Councils which had no power and which were merely advisory. These Taluk Education Boards will have all the powers of district boards. They will also unify within themselves the representatives of the Board as well as the Department so that there will be unified control. The Deputy Inspector of Schools of the Taluk will be the Secretary. Representations have been given for teachers and managers also. The details of this scheme are given in Appendix E.

(2) The other suggestion that has been made is that the Government may take up all elementary education in their hands so that there will be unified control and direction. This will mean that the aided agency and district boards, municipal councils and

panchayats which we are at present employing will disappear from the field of elementary education and the Government will have to bear the full burden. The extra cost will be Rs. 1.50 crores including the extra cost on account of the schools to be opened for universal compulsory elementary education.

(3) Another suggestion has been made that the aided schools may continue to be what they are and that taking them over may await better times when we are financially better off, but that immediately we will take up all the board schools into Government hands. The increase of expenditure if we are to take up the board schools into our hands will be much. It will be Rs. 73,46,939 if the teachers are paid at the present local board rates and Rs. 14 more lakhs if at Government rates.

This will give a unified management and direction so far as the board schools are concerned. If necessary, advisory councils, might be formed for each taluk to help the Deputy Inspector of Schools in the administration, while the responsibility will remain with the department. This, in a large measure, will avoid the present delays and inefficiency of management of the local boards and so.

VII. The question for decision will be—

(a) whether elementary education will be taken off from the district boards; and

(b) whether instead, Taluk Education Boards as suggested in the note in Appendix E, be constituted, or whether Government will take over the administration of these board elementary schools.

AVOIDANCE OF TRANSFERS.

The next important matter for consideration is:

One of the great evils of district board administration has been the transfer of teachers on very flimsy grounds. Constant transfer of teachers has made the teachers lose interest for the schools. This is one of the important reasons for the success of the Missionary schools and private institutions, i.e., the continuance of the teachers in the same school without transfer so that they will be able to build up traditions and take interest in the children and the school. Such continuance creates a personal interest in the teacher, in the children and the school. The constant transfers create not only no end of trouble to the teachers but lead to great difficulties especially when there are women teachers. It will considerably increase the morale of the teaching profession if these constant transfers are not resorted to. Transfers should not be regarded as punishment and when anything wrong happens, other processes of disciplinary action should be taken and the teachers should not be transferred.

VIII. The question now is whether these transfers may be avoided.

INCREASING THE STRENGTH OF THE INSPECTORATE.

Another important aspect of administration is the want of supervision in the Inspectorate. At present, about 85 to 90 schools are being entrusted to every Deputy Inspector of Schools with the result that proper supervision has not been forthcoming. The areas also are very large and cannot be easily covered. It has been found that for effective supervision, we must fix a maximum for the number of schools, say 50 to 60 per Deputy Inspector. In view of the large number of libraries that may be started, the Deputy Inspectors will have also to inspect them. For purposes of inspection, two libraries may be considered to be equal to one school and on this calculation, the Inspectorate will have to be increased. The proposal on this subject is explained in the note for the Standing Finance Committee (Appendix F).

IX. The question is whether the Inspectorate may be increased as suggested in the note.

PLANS TO GET BETTER DISTRICT EDUCATIONAL OFFICERS.

The District Educational Officer is the pivot on which the educational administration of the district rotates. He must be an eminent man of understanding, grit and dignity. It is unfortunate that the District Educational Officers we are having are not of the proper quality and calibre. We are spending nearly 3½ crores through them on grants to aided institutions but the agency through which we are spending them do not have the grit and the dignity to do so. We must try to get the proper type of people for the educational service. The pay of the District Educational Officers is very poor and so, the result is, only the worst people are being attracted to the Inspectorate. The proposal in Appendix G is to give a better start to the District Educational Officers and also, where direct recruitment is involved, to recruit distinguished young men within 25 and send them for training.

14

X. The question is whether we will approve the proposals in Appendix G, i.e.—

(a) whether the initial pay of District Educational Officers will be increased to Rs. 300, and

(b) whether they will be recruited before training within the age of 25 and sent for training so that better material may be recruited.

PROVISION OF SCHOOLS IN SCHOOL-LESS VILLAGES.

We have provided for at least one College in each district and at least one high school in each taluk. We must provide for one elementary school in every village with a population of five hundred and above. At present, there are nearly 3,500 villages with a population of five hundred and above in the Province which are yet to be provided with elementary schools. The cost to provide them with elementary schools has been worked out in Appendix H.

XI. The question is whether the proposal in Appendix H may be approved and arrangements made for opening an elementary school in every village with a population of 500 and above which has no school.

CONVERTING ALL TRAINING SCHOOLS INTO BASIC TRAINING SCHOOLS.

Apart from the general problem of administration, we have got another colossal administrative problem facing us. We have accepted basic education as the policy of Government with regard to elementary education. If we are to have the full benefit of this basic education, we must take on hand the retraining of teachers in basic methods. To do this, two things must be done—

(1) Firstly, our training schools must be reorganized on basic lines. At present, we have about 18 basic training schools. The total number of training schools which are yet to be converted into basic training schools in this Province is 146 of which 73 is Government and 73 aided. Not only should we see that all the staff of our Government training schools are retrained in basic education and all Government training schools converted into basic training schools, but it is also necessary to see that all the aided training schools become basic training schools. Orders have been issued that all training schools should become basic. Steps are being taken to reorganize all our training schools both higher grade and secondary on basic lines but to convert all the training schools into basic training schools, it is necessary that not only we should create facilities for retraining the staff of Government Training schools but also give facilities for the aided training schools to have them retrained in basic education.

Retraining elementary school teachers.—Retraining the staff of training schools is comparatively an easy affair as the number to be trained is only six or seven hundreds but the great problem is to retrain all our elementary school teachers in basic education. We have nearly 120,000 teachers in our elementary schools. Most of them know little or nothing of basic education. It will be essential to retrain them in basic education if these schools are to become basic schools. But if we are to send them up to training schools or if we are to conduct camps of four or five months' duration, the cost Rs. 39,20,000 will be tremendous. In view of this high cost, we have to find out cheaper methods though it will not be as efficient as giving them continuous training in training schools. Besides, it may not be necessary to train old people who may have just a few years to retire. It will be enough if about 7,000 teachers are retrained.

Residential camps.—If the retraining is to be cheap, the training must be given either in the morning or in the evening even when they are engaged in school activities or during holidays. If we can conduct retraining classes for them in the evenings even when the schools are working and round it up by a camp of two or three weeks, that will give them retraining while the cost to Government will be very small.

(2) In the case of municipalities, we have what are called supervisors for elementary schools. If these supervisors can be trained in basic education in a course of about five or six months, these people can instruct the teachers in the evenings and conduct for them camps in the holidays. In the case of municipalities, perhaps, it may not be necessary to have long residential camps, as most of them are living within the municipal limits. To them, residential camps may be limited to five or six days or not more than a week.

XII. Now the question is—

(a) whether steps may be taken to convert all training schools into basic training schools.

(b) whether facilities for aided training schools should also be given for retraining their staff.

(c) whether the retraining of elementary school teachers as mentioned above may be taken.

AVOIDANCE OF WASTAGE IN THE ADMINISTRATION OF ELEMENTARY EDUCATION.

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

- (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.

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.

GENERAL.

These are some of the questions which we have to solve in putting elementary education on proper basis. The sooner we decide on these matters, it will be possible for us to reorganize the whole of elementary education on sounder lines. These suggestions aim not only at improving the efficiency of administration but also at avoiding wastage.

T. S. A. [VINASHILINGAM CHETTIYAR]—29-11-48.

COMPULSORY ELEMENTARY EDUCATION—INTRODUCTION DURING A PERIOD OF TEN YEARS.

One of the post-war plans of educational development is the introduction of universal compulsory elementary education up to fifth standard within a period of ten years. The scheme is to be extended thereafter up to the VIII Standard during the second decade.

2. As a preliminary to the introduction of the five-year plan the Government sanctioned in 1945-46 a limited scheme of compulsory elementary education in selected villages in each district. The scheme aimed at bringing to schools children of school-age and to retain them there till they completed the lower elementary school course (up to fifth standard). The scheme was extended to a few more villages in each district during the years 1946-47 and 1947-48. The number of children that may have been brought to schools in these areas will be as follows:—

	LAKHS
	RS.
1945-46	1.70
1946-47	2.00
1947-48	1.50

3. The further extension of the scheme of compulsory elementary education during 1948-49 was deferred as the Director of Public Instruction brought to notice certain defects in the working of the scheme already introduced. He has been asked separately to suggest measures for remedying the defects. A scheme of attendance officers has also been sanctioned to enforce regular attendance of children in schools in compulsory areas.

4. The Retrenchment and Re-organization Committee appointed by Government has made the following recommendations:—

"The Committee feels that there should be a planned expansion of elementary education so that there may be a target for the next five years and universal compulsory elementary education may be attained within a reasonable time. Any additional resources available should be earmarked for the expansion of elementary education.

"There should be a standing commitment to provide an increase in allotments every year so that the maximum cost of full introduction of compulsory elementary education may be reached in not later than ten years. The maximum may be worked out and the allotment may be graduated, so as to make up the maximum during a period of ten years by additional annual instalments, of one-tenth."

5. It has been estimated that there are about 70 lakhs of children of school-age in this Province, of whom about 35 lakhs of children will be attending elementary schools. The question now for consideration is to prepare a scheme for bringing the remaining 35 lakhs of children to schools within a period of ten years. The number of pupils for whom provision should be made each year will be about 3.5 lakhs. The cost of educating a child has been estimated at Rs. 18 per pupil as worked out below. For bringing 3.5 lakhs of children to school a provision of 63 lakhs will be required each year. The expenditure will be on a progressive scale rising by Rs. 63 lakhs every year. The cost at the end of the ten years will be Rs. 6.3 crores.

	Per year.
	RS.
Pay of a teacher (higher grade)	360
Dearness allowance	192
Contingencies	18
Rent for school buildings	70
Total	640

This expenditure is for educating 35 pupils.

Cost of educating one pupil is $\frac{640}{35} = 18$.

6. This Department supported the recommendation of the Committee. Finance Secretary's views were as follows:—

"I regret that this Department cannot accept the suggestion that there should be a standing commitment to increase the budget allotment by sanctioning like Rs. 63 lakhs per year so that compulsory elementary education may be in force throughout the Province at the end of ten years. We are trying our best to provide the maximum amount possible for this purpose every year taking into account the grants we may receive from the Government of India and the requirements of other Departments. So far as one can judge at present the indications are that the Government will not be able to maintain their services even at the present level unless new sources of revenue are found. It is therefore not possible to say that we will somehow be able to find for this scheme only Rs. 6.3 crores recurring over and above what we are now spending at the end of ten years. Various suggestions for reform of the present system are apparently under consideration and it seems to me that cost per pupil must come down considerably before compulsion can be effected to the whole Province and that the total cost (as reduced) should be covered by specific taxes (such as the education cess, house-tax, etc.) which the community as a whole would be willing to pay or which the Government feel justified in imposing on the community, for giving compulsory elementary education throughout the Province. The problem of making the course of instruction of some real benefit to the children and suitable for the living conditions in India will also have to be tackled and final decisions reached before universal compulsion is attempted. For the present, therefore, the position must remain as at A above.

T. N. S. R[AGHAVAN]—27-4-48.

The orders in circulation on the proposal have been extracted below:—

"They have rightly said that the spread of elementary education is the primary responsibility of the Government and must be faced even at great cost.

"The real crux of the matter is their suggestion that there should be a standing commitment to provide an increase in allotment every year so that the maximum cost of full introduction of compulsory elementary education may be reached in full within a period of ten years and every year one-tenth of the requisite additional provision should be made in the Budget.

"As has been said often by the Minister for Education in the Centre, we cannot afford to be waiting for twenty and thirty years for compulsory education even up to the fifth standard. We must take up the matter boldly and courageously. I think if we face the problem boldly and courageously, we can cut it down to ten years.

"This cost is very heavy for a Government like this. The Minister for Education at the centre has promised us a grant for this purpose. I think when we make the plan and agitate on it, they will certainly contribute some amount. But it is open to us to see whether it cannot be made cheaper.

"The difficulty of getting the requisite teachers has been pointed out. That indeed is a real problem. But I hope the reorganization of secondary education with teaching as a bifurcated subject will not only enable us to get a better type of teachers but also will make training cheaper. I have asked the matter to be examined financially and put up so that it may be, if possible, introduced even next year. That matter is separately under consideration and it is hoped that a proper type of teachers will be available.

"I want to make another suggestion by which we can make the cost of elementary education considerably cheaper and that is the using of graduates of the universities for the purpose of elementary education.

"I have already submitted a scheme on that subject which has been referred to the informal meeting of the Cabinet. Though it was submitted six or seven months back, it could not be brought before the informal meeting till now. That scheme was generally accepted by all the Hon'ble Ministers in circulation and certain suggestions they have made have been incorporated in the scheme now pending before the informal meeting of the Cabinet for their suggestion. The cost of the scheme for spreading compulsory elementary education will be considerably reduced if the scheme of voluntary services through graduates is accepted. I have no doubt that these graduates will be as good if not better than the present teachers since their general education and background will be much better than the general education and background of the teachers that we are getting for elementary schools.

"I believe that with these suggestions the suggestion of the Retrenchment and Reorganization Committee must be accepted. After all, Finance must be our servant rather than our master. We shall and must be able to find the finance and must face it courageously. We have come as popular representatives of the people and they will certainly expect from us a definite plan for the spread of elementary education as one of our first duties. If we take up this problem boldly and resolutely, that will be one of the greatest things that we would be doing for our Province. It shall be our pride and honour if we can inaugurate a plan by which compulsory elementary education could be spread throughout the Province within ten years.

"I would like Hon'ble Minister, Finance and Hon'ble Premier and other colleagues in the Cabinet to view this question from that point of view."

T. S. A[VINASHILINGAM CHETTIYAR]—12-5-48.

This is a matter of big policy involving a huge recurring expenditure. Must be discussed at a meeting of the Cabinet.

B. G[OPALA REDDI]—16-5-48.

Until existing elementary education becomes efficient we need not try new experiments.

O. P. R[AMASWAMI REDDIAR]—27-5-48.

This is a matter of policy in which a large commitment is involved. I only wish that this matter be considered by the Cabinet.

We talk so much about spreading compulsory elementary education throughout the Province. Of course elementary education means to-day basic education because that is the accepted policy of Government. We ourselves and the members of the Cabinet in many places speak on these terms. This is only a scheme to put that into practice. The Cabinet may accept it or reject it, but it is my duty to place it before the Cabinet. What I want is that it may be considered by the Cabinet. I hope Hon'ble Premier will allow it to be considered by the Cabinet. It is open to them to do whatever they please with it.

T. S. A[VINASHILINGAM CHETTIYAR]—29-5-48.

B. G[OPALA REDDI]—1-6-48.

Let it come before the informal meeting of Ministers first.

O. P. R[AMASWAMI REDDIAR]—11-6-48.

The suggestion of the Retrenchment Committee may be placed before the meeting of the Council of Ministers for orders.

M. V. SUBRAMANIAM.

APPENDIX B.

ELEMENTARY EDUCATION—INTRODUCTION OF SHIFT-SYSTEM.

On return from Travancore after observing the working of shift system in elementary schools in that State, Hon'ble Minister, Education, recorded the following minutes for the introduction of shift-system in elementary schools in this Province.

The defects in the system of our elementary education which we have to tackle are as follows:—

- (1) Inadequate accommodation and equipment;
- (2) Lack of sufficient number of trained teachers;
- (3) The length of the school day is too long; and
- (4) Poor parents need the help of their children at certain hours in the day and this results in irregular attendance.

(1) On account of the large increase of children in elementary schools, both accommodation and equipment have become very inadequate. In several schools, especially in towns and large villages, admissions have to be refused on account of inadequate accommodation. The provision of additional accommodation extending the buildings or construction of new buildings, has become impossible on account of the high cost of building materials and of their non-availability. In compulsory areas, thatched sheds have been provided to enable the admission of more children, but this is only a temporary arrangement. The question of providing additional accommodation will have to be faced shortly. Equipment also has become costly and managements do not find it possible to provide the necessary furniture, maps, books, etc. To work the schools in shifts is the only way to overcome these difficulties.

(2) Lack of sufficient number of qualified teachers, especially after the introduction of compulsory education, is another difficulty. Though additional sections have been provided in several training schools and new training schools have been opened during the last two years, the supply of trained teachers is not adequate, and at present a very large number of untrained teachers are employed in schools. By adopting the shift system, a reduction in the staff is possible in large schools, though there will be no immediate reduction in the staff of small schools.

(3) Schools at present work for five hours a day and this is too long for children between the ages of 5½ and 11. Though it is true that part of the time is spent in activities like play, gardening, handicrafts, etc., still to keep a child for five hours in crowded class-rooms is not desirable. As conditions in the average school are not ideal, it is not healthy to keep children under restraint for long hours. It will be, therefore, advantageous if the length of the school-day is reduced. This will help to improve the health of the children and will solve the problem of mid-day meal. It is also expected to make teaching more efficient. There is, of course, the danger that teachers who have been accustomed to slackness may not change their habits suddenly. But, with proper supervision, they may learn to utilize every minute of the school hour.

(4) One of the reasons for irregular attendance in villages and the unwillingness of certain parents to send their children to school are, to some extent, due to the fact that parents of the working class need the help of their children in their domestic and agricultural work and other occupations. If children are to attend only one session, they will be free to help their parents for the rest of the day.

To solve these difficulties, I suggest that the shift system may be tried in our Province also. The main features of the shift system will be—

- (1) The duration of the school hours will be reduced from 5 to 3½ hours and schools will work for one session, and in two shifts; and the schools will also work for 6 days in the week instead of 5 or 5½ days as at present.
- (2) Teachers will work for 24 hours a week instead of between 25 or 27½ hours as at present.
- (3) Classes will work for five periods of 40 minutes each per day with an interval of 10 minutes at the end of the third period.
- (4) The scheme will be introduced into all schools with five teachers and more and in other schools where accommodation is inadequate.

(1) The first thing is to reduce the length of the school day from 5 hours to 3½ hours. This will be divided into five periods of 40 minutes with an interval of 10 minutes at the end of the third period. The school will be divided into two batches of equal strength one batch to work in the forenoon and the other in the afternoon. It may be felt that five periods may not be necessary for Standards I and II. These classes may have more periods for gardening, hand-work and free-play so that there may be no undue strain. The actual division of the school may be left to the headmasters as it will depend upon the strength of the several classes.

The schools will have to work for six days in the week. At present, though most schools work only for five days, quite a number of them work for 5½ days in the week. Under the shift system on account of the reduced duration of school day it will be necessary for schools to work for six days. The total number of hours spent by children at school will be 21 hours a week as against 25 at present. With better planning and a more careful use of time, there should be no difficulty in covering the syllabus.

It is proposed that two batches will attend alternatively in the afternoons and forenoons for three days in a week. For instance Shift A will work in the forenoon on Mondays, Wednesdays and Fridays and in the afternoons of Tuesdays, Thursdays and Saturdays. Shift B will work on the afternoons of Mondays, Wednesdays and Fridays and in the forenoons on Tuesdays, Thursdays and Saturdays. This will enable all children equal opportunities for play, gardening and other out-door activities.

(2) At present, teachers work for 25 hours a week in most cases, but in some cases they work for 27½ hours, working half a day on Saturdays. Under the scheme the teachers will work for 24 hours a week, but they will work on six days, including Saturdays. They will work for six periods of 40 minutes each and they will have work both with the morning as well as with the afternoon batch. The work will be so arranged that no teacher will have more than four periods in one session. The headmaster should have more leisure to enable him to attend to supervision and office work. Where possible, he will not be required to work for more than four periods a day, but he will be expected to be in the school during the working hours, both in the forenoon and in the afternoon.

The Headmaster under the scheme will have additional work and additional responsibility. He has to be in the school for seven hours and has to supervise the work of both batches and in addition to attend to office work. It is therefore suggested that each Headmaster be paid an allowance of Rs. 5. At present, Headmasters of schools under local board managements are being paid from Rs. 2 to Rs. 3. This may be increased to Rs. 5 when shift system is introduced. The Headmasters of aided schools may be similarly paid an allowance of Rs. 5 as grant from Provincial funds. This will not necessarily increase the expenditure on grants as there will be savings on teachers in several cases.

The advantages of this scheme will be—

- (1) It will help to overcome the problem of providing additional accommodation and equipment.
- (2) Over-crowded class-rooms will be avoided.
- (3) It will help to get over to some extent the present difficulty about securing adequate number of teachers.
- (4) The health of children may improve.
- (5) It will solve the question of mid-day meal for most children, particularly in villages where children come from long distances.
- (6) The reduced hours of work for teachers may improve the efficiency of teaching.
- (7) It will enable children to help their parents in their domestic and field work in the villages.
- (8) Above all, it will also result in saving of expenditure for the State.

As worked out above, it will be possible to manage six classes with five teachers and seven classes with six teachers. On an average, we will be able to save one-sixth or one-seventh and calculating very liberally, one-eighth of the teachers that are now employed for the same number of boys, i.e., if I can put it more concretely, for every eight teachers now existing, it will be sufficient if we employ seven. That will generally mean that if we are spending four crores on the salaries of teachers for the existing number of children, it will be sufficient if we spend 3½ crores. It will further mean that if we are taking 35 lakhs of children at the present cost, it will be possible for us to take five more lakhs of children at the same recurring cost. Besides, this Government will be saving a lot by way of non-recurring expenditure as nearly twice the number of children can be taught in the same buildings and with the same equipment.

One thing we must take care and that is very important. We must provide for more efficient supervision. At present, in some places, we have got for every Deputy Inspector of Schools nearly 100 schools to supervise. After the shift system is introduced, the schools virtually become two each and it will be necessary for the number of schools for every Deputy Inspector to be reduced and more Inspectors will have to be provided for, but that will have to be done in any case when more schools come in.

On the whole, I find that this scheme is worth the trial from every point of view. I have consulted experts and responsible opinion and they tell me that within these number of hours, we can give the children the same amount of knowledge with greater efficiency.

Since this is by way of experiment and may require a lot of guidance in the beginning, I do not think that we should try it on a province-wide basis. I shall be glad to have it tried in three taluks in the Province, one in Tamilnad, another in Andhra and the third in the West Coast. Efficient and understanding Deputy Inspectors may be in charge of those taluks. They may be given proper instructions and may be asked to organise the shift system in those taluks. On our receiving reports of experience in those taluks, we can consider introducing it throughout the Province.

T. S. A[VINASHILINGAM CHETTIYAR]—5-1-48.

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Subsequently, outlining the general features of the shift system, Hon'ble Minister (Education) minuted as follows:—

"The system may be tried not only in three taluks but also in other places where there is rush for admissions. It may be tried in Municipalities where there is a scramble for seats and where there are big schools. It may also be tried in compulsory areas where there is not a sufficient number of teachers for schools.

"I am anxious that this matter should be tried from the next school year in those areas in which we propose to introduce the system and the Director of Public Instruction may be asked to expedite the matter."

T. S. A [VINASHILINGAM CHETTIYAR]—26-1-48.

In consultation with the Director of Public Instruction, it is now proposed to introduce the shift system in elementary schools in six taluks in Tamil area, six taluks in Andra area, one taluk in Malabar, one taluk in South Kanara and in the compulsory areas where accommodation is inadequate. The proposal involves payment of a duty allowance of Rs. 5 per mensem to headmasters of elementary schools. The additional expenditure involved in this is expected to be met from the savings resulting from the reduction of the number of teachers consequent on the introduction of the system.

Finance Department have agreed to the proposal. Hon'ble Minister (Finance) has also accepted it. Hon'ble Premier has ordered that this may be discussed at an informal meeting of the Hon'ble Ministers.

This note is accordingly submitted for consideration at the informal meeting of The Hon'ble Ministers.

M. V. SUBRAMANIAM—16-4-48.

APPENDIX C.

SCHEME FOR SOCIAL SERVICE.

While considering the attitude to be adopted by Government over Sri Vedaratnam Pillai's resolution, the Cabinet suggested that I should present a scheme for Social Service which may be adopted by Government. I have thought over the matter for some time. I have had discussions over it with various persons and I suggest the following scheme.

In the present state of the country, the necessity for giving a big drive for social service of various aspects is immense. Either we must employ a large army of men for these various aspects of social service such as Education, Public Health, Adult Education, Rural Service, etc., or we must be able to find voluntary workers to do this work. In our present financial circumstances, we are finding it increasingly difficult even to finance the normal progress in the nation-building departments. It will be well nigh impossible to take up large schemes unless we go in for voluntary service or conscription. Compulsion of all students for one year is a very difficult proposition because of the possible unwillingness of the students themselves and because of the large numbers involved. To organise it will indeed be very difficult as at present situated. And so it is necessary that we should put it on the voluntary basis giving these people who offer themselves for Social Services an inducement to do so. Other Governments have tackled this question and the United Provinces Government also have come forward to insist upon a year of social service on all those who aspire for posts in Government or Local Boards or Aided School services. This scheme mainly follows their scheme.

The varieties of social services which these candidates may be made to serve must be of a sort in which a large amount of specialised training will not be necessary, but of a nature in which a short training will do. We must be able to provide for that training at a small cost and in a short period. Viewed from these standards the social service which are urgent and necessary and to which these candidates should be utilized may be—

- (1) Rural Uplift work;
- (2) Elementary Education;
- (3) Secondary Education;
- (4) Adult Education;
- (5) Library work; and
- (6) Internal defence services—such as Home Guards.

For rural uplift, Adult Education, etc., it is necessary that we should frame a syllabus as well as the ways in which we can put these people into good use. That will be done in consultation with the rural uplift and other relevant departments.

[For service in elementary schools already untrained teachers are allowed. It is possible for the department to give these candidates a short training in which the elements of teaching may be taught to them. Candidates passing school final may be allotted for elementary schools and graduates or undergraduates, may be allowed to serve in High Schools. In view of the fact that there is a large dearth of teachers, we are not able to open as many schools as we would like, this will prove greatly useful in this direction. I must state for the information of The Hon'ble Ministers that there are already 600 candidates appointed in high schools for want of trained teachers.]

In view of adult suffrage, the matter of adult education has become much more important to-day than before. I have had a talk with the Educational Officer of the Corporation and I am planning to launch a big adult education drive in the city in which the students also will take their proper share. It will be necessary to have permanent adult education centres in various places in the districts also and for this also these candidates will be immensely useful.

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In my talk with some of the Cabinet members, it was mentioned that these raw men without training will not be suitable for service in the various spheres mentioned above. I should make it clear that this is not so. It is intended that we should give a short training for about a month or six weeks to all these persons before putting them to work.

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I was also told that in the present circumstances we should not make this qualification of social service an essential qualification for service in Government or local board or aided services, but that we make it as an additional qualification. Personally, I am of opinion that it may be made one of the qualifications necessary for Government service and for service in local boards and aided schools. But if other Ministers are of opinion that this should be only as an additional qualification qualifying them for service in Government and local boards, their suggestion also may be tried for a short period of time, say three years, before taking further steps.

Now comes the matter of finance. It will be necessary to appoint one officer at least of the cadre of the Senior Deputy Inspector of Schools with the necessary clerical staff to organize these classes as well as to distribute these candidates in these various centres. The Senior Deputy Inspector of Schools is usually of the first grade among the L.Ts., viz., Rs. 170-240. One Assistant to the Director of Public Instruction may be necessary to carry on this work in the Director's office. He may be of a Deputy Director's grade or Senior District Educational Officer's grade. He must be able to organize the whole work throughout the Province.

These candidates, whose services we conscript, must also be maintained. A sort of a living maintenance allowance must be given to them. That is the scheme of the United Provinces Government also. I suggest Rs. 25 for post sixth form candidates and Rs. 35 for graduates. The starting salary that we give to graduates under Government service is Rs. 85 plus dearness allowance and the starting salary for school finals is about Rs. 45 plus Rs. 18 as dearness allowance. And so, the Government, by employing these people, will profit largely even when after paying this maintenance allowance. In fact, there will be a saving for Government. Graduates will act as substitutes for those who receive Rs. 85-165 and the others will act as substitutes to those who will receive a pay of Rs. 45 to Rs. 90 and so the Government will substantially gain from this arrangement even when they are employed in aided schools, elementary as well as secondary. It may be presumed that we may get a thousand graduates who would like to have this qualification. Under this arrangement, Government will roughly save Rs. 50 per graduate and Rs. 25 per school final. Roughly about 1,000 graduates and 5,000 school finals may come into this scheme. This will result in a saving of about Rs. 8,16,000 in the first item and Rs. 22,80,000 in the second. The expenditure involved is negligible.

Apart from the savings for Government, this has got a great advantage of giving practical experience to those who want to take service under the State and bring them into direct touch with the people. Considering from all sides, this is a scheme which is worth attempting and I have no doubt it will greatly benefit the country.

T. S. A [VINASHILINGAM CHETTIYAR]—13-9-47.

In pursuance of the Cabinet decision to circulate a Scheme for Social Service, the above scheme was submitted. The scheme was circulated to all the Members of the Cabinet. Opinions have been received from eight of the members of the Cabinet which are as follows:—

1. *Honourable Minister (Local Administration)*.—"I think that Arts Graduates may be required to undergo training in social service for a period of one year before degrees are conferred on them. This is not necessary in the case of science and other technical graduates as they undergo practical training before completing their College course. However, even during their student course, they may be given training in rural uplift and may even be asked to go to villages, make living contact with the villagers and learn things about agriculture, etc. They may be given training in development of cottage industries and specially in adult education, library movement, hygiene and sanitation and about the general political situation."

2. *Honourable Minister (Food)*.—"I have seen the Scheme of Social Service you have sent. The financial implications seem satisfactory but I am not quite so happy with regard to the personnel. My own feeling is that the choice of the personnel has got to be done after a thorough investigation of the persons concerned. It would be better if they understand the outline of the purpose of the scheme so that the future entrants may have an idea as to what they are expected to do. On the whole, I approve of the scheme and the matter may go before the Council of Ministers."

3. *Honourable Minister (Agriculture)*.—"I think Honourable Minister (Education) has mainly concentrated on getting recruits to Education department. My ideas are—

(1) A list of social services should be drawn up adding something more to the subjects suggested by Honourable Minister (Education), such as—

(i) Harijan Uplift and Welfare; (ii) Agriculture; (iii) Improvement of Livestock; (iv) Rural Sanitation; (v) Field-work required for Engineering draftsmen; (vi) Clerical work in any department; and (vii) General Propaganda.

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(2) A Director of Social Welfare should be in charge of the work.

(3) Applications should be called for from graduates, secondary passed people, etc., and people with only Oriental Diplomas should also be invited.

(4) To make it attractive, one year's course in any of the subjects should get preference for any appointment under the Government or Government sponsored institutions.

(5) A Selection Committee should help the Director to allocate the applicants to different courses of training.

(6) They should be given a maintenance allowance during the course of training."

4. Honourable Minister (Industries).—“(a) The persons that are selected for social service must have a course of training for at least six weeks.

(b) The social service must be held as an additional qualification for Government or other services.

(c) The candidates whose services are taken must be paid.

(d) I consider that their pay must be adequate for their maintenance without their being made to be dependent on sources other than the one provided by the Government. The scale suggested for graduates and post sixth form candidates is too low. The salary must be sufficient to purchase two meals and some tiffin every day. The salary will have to depend upon the cost of living. I should suggest Rs. 35 for post sixth form candidates and Rs. 45 for graduates as a minimum."

5. Honourable Minister (Public Health).—“The U.P. Government scheme of compulsory social service for graduates appeals to me very much. The proposal made by Honourable Minister (Education) is worth trying. If the call for such social service is made by our respected leaders like Gandhiji, Nehru and C. Rajagopalachari, it is bound to meet with sufficient response. We are in need of a large number of men to take up teaching work until we are able to get fully trained teachers. We require a large army of workers for other kinds of service also in rural areas. Social service of the kind suggested may, for the present, be considered as an additional qualification for service in Government and local bodies. The scheme may be tried on a small scale to begin with and gradually extended in the light of experience."

6. Honourable Minister (Prohibition).—“I consider the scheme to be very valuable and if properly carried out, would prove a powerful agency for 'better living' in our villages and towns."

7. Honourable Minister (Public Works).—“I would like to have further particulars about the training proposed to be given, when this is discussed in person. The training for social service should only be an additional qualification."

8. Honourable Minister (Rural Development).—“It is better to recruit women also. They are the best people for social service. A separate agency may also be set up to give them training."

On a perusal of the opinions expressed above, it may be seen that there is a general agreement on the scheme itself except for some details. Many of the suggestions given by Honourable Ministers may be incorporated in the scheme.

6x [The suggestion given by Honourable Minister (Agriculture) about the additional aspects of social service may be accepted and worked out in detail except that clerical and propaganda work may not be prescribed as social service. His other suggestions also will be considered in working out the details.]

The suggestions of Honourable Minister (Industries) about the course of training will also be considered when working out the details. He has recommended a salary of Rs. 35 per mensem for post sixth form candidates and Rs. 45 per mensem for graduates as a minimum. I think the salary suggested is a little too high than those suggested in the original memorandum and may be changed as Rs. 25 and Rs. 40 or may be retained as before as Rs. 25 and Rs. 35. The suggestions given by other Honourable Ministers also may be accepted and worked out in the details of the scheme.

All have suggested that those who undergo the one year's course of social service should get preference in any appointment under Government or local boards or Government aided institutions; that suggestion also may be accepted. With these remarks, the scheme may be referred to the Cabinet for its consideration.

T. S. A [VINASHILINGAM CHETTIYAR]—29-10-47.

23

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Extract from "Commerce," 21st June 1947.

COMPULSORY SOCIAL SERVICE IN UNITED PROVINCES.

[Scheme to start in September.]

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"No one who has not put in one year's social service training according to the scheme drawn up by the Education department will be eligible for service in any Government or local body, or institutions aided or recognized by the Government, or for admission to training or technical institutions recognized or maintained by the Government." Thus observed the Honourable Sri Sampurnanand, Minister for Education and Finance, United Provinces Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the United Provinces Legislative Assembly on 4th March last. This scheme, we learn, is now ready and will come into operation from September next.

A beginning in regard to the scheme referred to above is to be made with graduates. Each graduate will have to put in one year's compulsory social service in villages. The Government will bear all expenses incurred in connection with the training. It is estimated that it will come to about Rs. 438 per head. A sum of Rs. 6,57 lakhs has been earmarked in the budget this year. The Government expects that, out of 2,500 students who graduate from the Province's Universities, at least 1,500 will come up for training. Next year, undergraduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organizing the scheme, a new post—Director of Social Services—has been created and the appointment also has been made.

In the first instance, camps will be started at three centres which include Dehra Dun and Fyzabad. At each centre, 500 students will be trained. From these camps trainees will spread into the surrounding villages covering an area of about 40 square miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be subdivided into smaller camps of 15 each.

Before commencing the actual contact work, the students will undergo a course of intensive physical training, infantry training, target shooting, and motor driving. For this, the services of the University Training Corps will be utilized, it is stated. Lectures will be delivered on subjects such as civics, economics and history with the help of a special staff recruited for the purpose. The trainees will then go into the fields, make living contacts with the villagers and demonstrate to them how the present standard of farming can be improved. Methods to check soil erosion will be demonstrated to the villagers with the help of the Agricultural department. The students will also take up afforestation work with the help of the Forest department. The Public Works department will lend its services to the trainees in the task of constructing *kutchas* roads in the villages. In order to enable them to appreciate what is dignity of labour, evidently, the students themselves will be asked to wield the shovel and the pickaxe, though they may be helped by the villagers also in the task. At the end of the year, an informal convention will be held at the main camp when individual experiences will be recounted.

The move made by Mr. Sampurnanand is commendable. It provides scope for every graduate to know the economic conditions prevailing in Indian villages at first hand, which even economics graduates cannot claim to do to-day. As it is made compulsory for every graduate before entering Government service to undergo such training, it ensures that every employee of the Government has a close and intimate knowledge of the problems of the poverty-stricken villagers of this land of ours. This should enable the employees whether they are in executive or in administrative posts, to view the problems sympathetically and dispose of them promptly. The compulsory social service scheme will thus provide, in a way, a good training ground for the future services of the Province. The trainees may also be expected to act as a good agency for spreading ideals of patriotism, loyalty to Government, and love of social service, and above all, discipline—all of which are woefully lacking in the country to-day.

Although the scheme is a progressive one, a few words of warning may not be inappropriate here. By its very nature, the scheme derives its inspiration from above and not from the people themselves. It may be noted that no programme of reform can be successfully superimposed on the people without their active participation in it. In the circumstances now prevailing in the country, it is unlikely that the Backward Classes will take kindly to it, for they are generally uninterested in any scheme which does not tend to bring them direct benefit in kind or coin. It, therefore, behoves the intelligentsia and the cultured classes to take an active interest in the scheme and render all possible assistance to the trainees to carry on their work in the villages, so that any indifference among the rural masses may be done away with easily.

The success of the scheme depends again on the way in which the director of social services and his staff go to tackle their job of training the youths. They should not approach the problem with any mercenary spirit. Their job requires them to be thoroughly disciplined and more social service minded than the trainees, for otherwise, they will not be able to inspire the trainees. They should equip themselves with an intimate knowledge of the social, economic and political conditions in the several camp areas, so that the problems arising out of these conditions may themselves be placed before the trainees for being solved. In this work, the experience gained by some of the Congress-sponsored non-political organizations like the Harijan Sevak Sangh, the All-India Spinners' Association, etc., may be drawn upon freely. The task as a whole is undoubtedly great and, if only because of this, the men handling it should be greater still, if the scheme is to succeed.

APPENDIX D.

INTRODUCTION OF 'TEACHING PRACTICE' AS ONE OF THE BIFURCATED COURSES OF STUDIES IN SECONDARY SCHOOLS.

After completing the Secondary School-Leaving Certificate, candidates who want to take up the teaching profession have to undergo training in Secondary Grade Training schools for a period of two years to qualify themselves for employment as secondary grade trained teachers. These are now being reorganized as senior basic training schools. During the period of training, each pupil trainee is paid a stipend of Rs. 18 per mensem for 21 months. Even this is found to be unattractive. Many Secondary Grade Training schools have been closed and the strength in others is not very encouraging. There is a dearth of secondary grade trained teachers. The number of secondary schools is steadily increasing and with a view to provide trained teachers for employment in those schools, it is necessary to adopt a new method of attracting candidates for the teaching profession.

2. The Director of Public Instruction who was consulted in the matter, has recommended that "Teaching Practice" may be one of the bifurcated courses of studies in secondary schools. The Director has pointed out that the objects of introducing the course are—

(i) to increase the annual outturn of trained teachers generally by reducing the period of specialized professional training from two years to one year, introducing a preliminary part of the professional training in the high school side by side with general education and by increasing the facilities for training by these two means, namely, the introduction of the subject in as many high schools as possible and increasing the capacity of training schools by shortening the period of the extremely specialized part of the course from two years to one year;

(ii) to obtain a class of teachers with better general educational standard than the present higher elementary grade teachers, by substituting a three years' combined course of general education and pre-professional training for a year's professional training of less qualified candidates;

(iii) to have ultimately a single grade of teachers' training ensuring a general qualification of Secondary School-Leaving Certificate standard and professional training of the secondary grade, without the necessity and expenditure of a two years' secondary course and without the deficiencies of the recently tried experiment of one year's secondary grade emergency training course;

(iv) to provide for the class of pupils who at present discontinue secondary school studies after III Form, due to financial difficulties, and join elementary higher grade training, a chance to gain a better grade of teachers' qualification; and

(v) to provide in the reorganization for over-aged students from rural areas, without the requisite background for the pre-technological courses and when a sufficient number of schools are not yet equipped for introducing agriculture in the new courses.

The Director has recommended that in the case of students who take up this subject, the period of training after completing the Secondary School-Leaving Certificate may be reduced from two years to one year. He has also stated that the selection of 'Teaching Practice' as a high school subject will not prejudice the pupils' entry in the University courses of studies as those pupils will study all the subjects of the pre-University or academic courses substituting 'Teaching' for 'Arts and Crafts'. With a view to induce students to take this new subject, it is considered necessary to grant them free tuition, i.e., full fee remission, for the entire period of three years' study in the high school and in addition a stipend at the rate of Rs. 3 per mensem for Form IV, Rs. 4 for Form V and Rs. 5 for Form VI for ten months in each year. The concessions will be allowed only if an undertaking is given by the pupils that they will undergo the Teachers' Training course after completing the Secondary School-Leaving Certificate and an agreement is executed under rule 125 of the Madras Educational Rules as is being done at present by teachers trained in the training schools.

3. For purposes of estimating the cost on account of the introduction of this course, it is considered unnecessary to take the Government High schools into account as there are only a few such schools and the new course will be introduced only in some of them. It is assumed that 3,472 students now undergoing training will be distributed equally in 176 schools under local bodies and private managements and that it will be sufficient to pay compensation towards the loss of fee income and expenditure on stipends and additional teaching grant on account of the employment of L.T. Assistants for teaching the new subject on the basis of one-half in respect of schools under local bodies and two-thirds in respect of schools under private managements following the basis for assessment of teaching grants. Calculated on this basis, there will be a net saving of Rs. 57,000 to Government on account of the course as shown below:—

	RS.
A. Savings on account of reduction of the period of Secondary Grade Training course from two years to one year on account of staff and stipends	10,42,913
B. (i) Compensation to be paid for loss of fee income to local bodies and private managements (Rs. 1,36,710 plus Rs. 1,82,280)*	3,18,990
(ii) Compensation towards the expenditure on the grant of stipends (local bodies Rs. 1,04,160, private managements Rs. 1,38,880)	2,43,040

	RS.
C. Additional teaching grant payable on account of the employment of additional L.T. Assistants for two years assuming that 3,472 students will take up the subject in 176 schools	4,23,932
Total (B plus C)	9,85,962

Net savings (A minus D) (10,42,913 minus 9,85,962) = Rs. 56,951 or 57,000 roundly.

4. The Universities have been addressed for obtaining their views on the question of introducing this new course and also on the question of admission of the students taking the new course into the University courses of studies if they wish to do so at a later stage. The Andhra University is of opinion that it is undesirable to introduce this new course at the high school stage for the following reasons:—

"This will not lead to efficient teachers. To make teachers of even fully trained secondary grade pupils even at the lowest cadre is unsound. The teachers should be of a very much higher standard of attainments to be able to tackle the children of these tender ages than we are at present permitting. If instead, we propose to teach 'Teaching Practice' even in the secondary school itself and make teachers out of them, things will further deteriorate.

"If, on the other hand, the idea is to teach elements of child psychology and other subjects pertaining to the practice of teaching in which training should be given at a later stage, then there could be no objection to the introduction of Elements of Education and Teaching as a science in the secondary schools."

The views of the other two Universities have not yet been received. But the Vice-Chancellor of the University of Madras in the course of a talk which he had with the Hon'ble the Minister for Education is stated to have agreed to the proposal. The draft syllabus has been published, but it has not yet been finalized. The Director of Public Instruction has recommended that Teaching Practice may be introduced in a few selected Government schools in the first instance during the current school year to find out how it works and what response there is and that two schools, one for boys and one for girls, may be selected in each of the linguistic areas.

5. The Finance Department have suggested—

(i) that the new course should be introduced in schools with large strength so that there will be an appreciable number of students, if not a complete section taking this course in each school;

(ii) that no stipends or allowances need be given in addition to full-fee remission; and

(iii) that in view of the fact that the Andhra University is not in favour of the scheme, the replies of the other two Universities may be awaited before the scheme is further considered.

6. The case was circulated to the Hon'ble the Ministers for Education and Finance and the Hon'ble Premier for orders on the foregoing points. They minuted as follows:—

"The scheme shows a net saving to Government of Rs. 57,000. Unless the stipends are also there, boys will not be coming in large numbers. This has been generally approved and we will succeed in getting a better type of teachers and as pointed out above, it will also be to the advantage of Government financially. This may be approved."

T. S. A. [VINASHILINGAM CHETTIAR]—13-7-48.

"These small stipends do not seem to be necessary."

B. G. [OPAL REDDI]—15-7-48.

"Place before the informal meeting."

O. P. R. [AMASAMI REDDIAR]—15-7-48.

The above note has accordingly been prepared.

7. The points for decision are—

(i) whether Teaching Practice may be introduced as one of the diversified courses of studies in secondary schools;

(ii) whether in addition to full-fee remission, stipends may be given to induce students to take up this course;

(iii) whether the course should be introduced in the current year or whether it may be introduced from the beginning of the next school year; and

(iv) whether the course should be introduced as an experimental measure in selected Government schools as recommended by the Director of Public Instruction or whether it may be introduced in non-Government schools also if the managements are willing to introduce the course, subject to the conditions of grant specified in paragraph 3 above.

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX E.

ELEMENTARY EDUCATION—IMPROVING EFFICIENCY.

The Madras Elementary Education Act, 1920, recognized the following local authorities for the enforcement of the provisions of the Act:—

- (1) District boards in rural areas;
- (2) Municipal Councils in urban areas; and
- (3) The Corporation of Madras in the City.

The Provincial Advisory Board of Education which was appointed to go into the question of substituting a better agency for managing schools in the place of the present district boards constituted a sub-committee for this purpose. The sub-committee has suggested that the administration of the district board elementary schools in rural areas should be vested in an ad hoc body constituted for each taluk named as Taluk Education Board. The sub-committee made the following suggestions regarding the constitution and functions of the Taluk Education Boards:—

The Board should be composed of the following members:—

(i) The Senior Deputy Inspector having jurisdiction over the area shall be a member as well as the Secretary of the Board.

The Senior Deputy Inspector for the Muslim range and the Sub-Assistant Inspectress having jurisdiction over schools in the same area shall also be members.

(ii) A Revenue official not lower in rank than a Deputy Tahsildar nominated by the Collector.

(iii) A senior officer of the Health department nominated by the District Health Officer.

(iv) One member elected by the management of aided schools.

(v) One member elected by the teachers of the aided elementary schools in the area.

(vi) One headmaster of a secondary school in the area to be nominated.

(vii) One lady to be nominated.

(viii) Three members to represent minorities to be nominated.

(ix) Three other members who are residents of the taluk to be nominated for their special interest in education.

These nominations should be made by the Director of Public Instruction. The Board will elect its own chairman and five shall constitute the quorum for the meeting.

FUNCTIONS OF THE BOARD (GENERAL).

1. Subject to such changes as may be necessary from time to time the Board shall—

(a) Prepare and maintain a register showing the number of elementary schools and the number of elementary school places thus provided.

(b) Tabulate such information and prepare such plans as may be necessary to enable the Board to frame an estimate of the existing provision for elementary education and of the further provision necessary to place elementary education within the reach of all children of school-age, and prepare in consultation with the authorities concerned schemes for the extension of elementary education in each taluk including municipal area.

2. The Board will entertain applications for recognition and aid of elementary schools and forward these with their recommendations to the District Educational Officer for his final orders. It shall also be open to the District Educational Officer to suggest to the Board the opening of an elementary school in any area.

3. It shall be open to the board or the management concerned to appeal to the Divisional Inspector of Schools if either is dissatisfied with the orders of the District Educational Officer. The orders of the Divisional Inspector shall be final.

FUNCTIONS OF THE BOARD IN REGARD TO THE DISTRICT BOARD SCHOOLS TRANSFERRED TO ITS ADMINISTRATIVE CONTROL.

The transfers of teachers in these schools will be made by the Secretary subject to supervision and control of District Educational Officers who should see that frequent or unnecessary transfers are not made. In the case of schools not directly under the control of the Secretary, it should also be insisted that the concerned Deputy Inspector or Sub-Assistant Inspectress should be consulted in ordering transfers.

It should be open to the Taluk Education Board to recommend or object to the transfer of a teacher. These recommendations will be considered by the District Educational Officer who will pass final orders.

2. Where a resolution is passed in excess of the powers conferred on the Board or in violation of orders passed by Government or Director of Public Instruction, it shall be the duty of the Secretary to take the irregularity to the notice of the District Educational Officer who will take such action as is necessary.

3. The Board will prescribe text-books for elementary schools subject to the approval of the District Educational Officer.

APPOINTMENT AND PUNISHMENT OF TEACHERS IN THE DISTRICT BOARD SCHOOLS TRANSFERRED TO THE MANAGEMENT OF THE BOARD.

The District Educational Officer shall be responsible for preparing a panel of qualified teachers for appointment by each Secretary. These panels should be prepared for each taluk—subject to the rules regarding communal rotation.

The Secretary shall have power to award a censure to the teachers. The other Deputy Inspectors or Sub-Assistant Inspectresses concerned may also award similar punishments to the teachers working in schools under them. These should be entered in the service register by the Secretary of the Board and also communicated to the teachers concerned without any delay.

All other punishments should be inflicted by the District Educational Officers subject to an appeal to the Divisional Inspector.

An annual conference of all chairmen and secretaries shall be convened by the District Educational Officer and a report submitted to the Director of Public Instruction reviewing the work of the Board and making proposals for improvement of education. A consolidated report on the working of these Boards with the comments and recommendations of the Director of Public Instruction shall be submitted to Government and a copy of the report made available to the Provincial Board.

The sub-committee had no suggestions to make regarding financial matters.

The Provincial Advisory Board which considered the Committee's report has suggested that the elective element should be strengthened. It is proposed to accept the recommendations of the Board. Hon'ble Minister for Education has recorded the following minutes on the proposals:—

"These Taluk Education Boards will be given the power of management of elementary education under the Elementary Education Act, i.e., the place that has till now been occupied by the district boards with reference to elementary education is to be occupied henceforth by the Taluk Education Boards. The Taluk Education Boards will get the cess amounts of the taluks, will start elementary schools, will manage them and do everything with reference to them which the district board has been till now doing.

"In addition to this, they will also be serving as an advisory board with reference to the management of aided elementary schools which is being done now by the Deputy Inspectors of Schools. The proposal is that Deputy Inspector of Schools should be the executive officer of the Board and should, on behalf of the Board, appoint teachers, punish them when necessary and do all such things that will be necessary to do on behalf of the Board. With regard to the constitution of the Board, the Provincial Advisory Board of Education has suggested that the elective element must be strengthened. As has been pointed out now the Board consists of 15 members, of whom 5 will be officials and 2 will be elected members and the remaining 8 nominated by the Director of Public Instruction. If the elective members are to be strengthened, that can be done by the following ways:—

"(1) The district board may elect one member belonging to the taluk as a member of the Taluk Education Board.

"(2) The members of panchayat boards that exist in the taluk may be asked to elect one member on the Taluk Education Board. This, I think, will sufficiently strengthen the elective element."

He also made the following recommendations:—

(1) That the Government subsidies towards maintenance of elementary education and contribution in respect of education tax may be apportioned among the Taluk Education Boards on taluk-war basis.

(2) The new Boards may submit the budget to the Government and the accounts may be audited by the Local Fund Audit Department.

(3) The contributions from the general funds of the district boards may be paid to the new Education Boards, the amount of contribution being the average for the last three years.

(4) The new Boards will take over the district boards' functions regarding the enforcement of compulsory elementary education in rural areas, etc.

(5) The jurisdiction of Taluk Education Boards may be the taluks excluding municipal areas.

(6) The recognition of aid to aided elementary schools will be retained by the Boards in an advisory capacity.

(7) The Board may be allowed to make recommendations to the District Educational Officer regarding choice of elementary school books.

The constitution of the Board as approved by the Hon'ble Minister for Education will be as follows:—

The Senior Deputy Inspector having jurisdiction over the area. (He will also be the Secretary of the Board.)

The Senior Deputy Inspector for the Muslim range.

The Sub-Assistant Inspectress having jurisdiction over schools in the taluk.

A Revenue official not lower in rank than a Deputy Tahsildar nominated by the Collector.

A senior officer of the Health department nominated by the District Health Officer.

18

50

One member belonging to the taluk, to be elected by the district board.
One member to be elected by the members of panchayat boards that exist in the taluk.
One member elected by the management of aided elementary schools.
One member elected by the teachers of the aided elementary schools in the area.
One headmaster of a secondary school in the area to be nominated.
One lady to be nominated.

Two members to represent minorities to be nominated.
Two other members who are residents of the taluk to be nominated for their special interest in education.

(All the nominations to be made by the Director of Public Instruction.)

Rules will have to be framed to regulate the election of members to the Taluk Education Boards and the transaction of business by them. The appointment of all the members will have to be published in the *Fort St. George Gazette*. These Boards will function as statutory bodies under the Elementary Education Act with powers now exercised by district boards.

Section 34 of the Elementary Education Act authorizes the levy of education tax as a surcharge on land cess by district board. The Taluk Education Boards will continue to levy education tax with the modification that the tax will be an independent one assessed as so many pies in the rupee of land revenue.

Section 32 of the Elementary Education Act provides for the payment of a contribution from the general funds to the elementary education fund of the district board. After Taluk Education Boards are formed, it is proposed to direct district boards to make a contribution every year to the elementary education fund of the Taluk Education Board. The contribution payable in each case will be based on the average of the contribution paid during the last three years.

Legislation is necessary to give effect to the proposal. The legislation falls within the purview of the Madras Legislature.

Hon'ble Ministers for Local Administration and Finance have minuted as follows on the proposed legislation:—

"In view of the consideration of the proposed Panchayat Bill and the position of the district boards, it is not desirable to take up this Bill, until the above question is settled. Otherwise it will be a confusion and chaos."

K. C[HANDRAMOULI]—3-2-48.

"This can be discussed along with the future of district boards. This is interlinked with that."

B. G[OPALA REDDI]—3-2-48.

O. P. R[AMASWAMI REDDIAR]—5-2-48.

With reference to these minutes, Hon'ble Minister for Education recorded the following minute:—

"If elementary education is to be made really efficient and if we want to avoid wastage in it, it must be taken away from the district boards and given to separate educational councils as suggested above. The longer we delay the reorganization of elementary education, the longer we will have to continue this inefficiency and wastage. And so, I shall be glad if Hon'ble the Premier will kindly go into this matter and enable me to come to an early settlement."

T. S. A[VINASHILINGAM CHETTIYAR]—7-2-48.

Hon'ble the Premier thereupon ordered that this may be discussed at an informal meeting of the Hon'ble Ministers. This note is accordingly submitted for consideration at the informal meeting of the Hon'ble Ministers.

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX F.

INSPECTION—ELEMENTARY SCHOOLS—ADDITIONAL STAFF.

Summary of cost.

Major head.	Minor and sub-head of appropriation.	Ultimate cost.		Cost in the year of introduction (for 5 months).	
		Recur- ring.	Non- recur- ring.	Recur- ring.	Non- recur- ring.
(1)	(2)	(3)	(4)	(5)	(6)
		RS.		RS.	
37. Education	p. Inspection—Voted	3,54,000		1,07,800	

At present there are 280 Senior Deputy Inspectors including women and 168 Junior Deputy Inspectors in the Province excluding the Agency ranges. The average number of elementary schools allotted to each inspecting officer works out to nearly 80. From experience it is found that an inspecting officer cannot inspect 80 schools efficiently. Hon'ble Minister for Education, therefore, instructed the Director of Public Instruction to submit proposals to reduce the number to 60. The Director of Public Instruction has submitted his proposals. If the number is reduced from 80 to 60, 131 additional officers will be required. The Director reports that of these 65 may be Junior Deputy Inspectors.

Prior to 1942 each of the Senior Deputy Inspectors had only one clerk and one attender. Due to the heavy increase in work in the offices of the Deputy Inspectors one additional clerk to each was sanctioned. In view of the fact that the number of schools is to be reduced to 60 and in view of the proposals to sanction additional clerical establishment to these officers in connexion with the scheme of monthly payment of grants, the Director has proposed for each office one clerk and one attender plus one additional clerk where a Junior Deputy Inspector is attached to a range.

The additional staff necessary in this connexion is as follows:—

66 Senior Deputy Inspectors.
65 Junior Deputy Inspectors.
24 Clerks.
66 Attenders.
131 Peons.

The proposal involves an extra expenditure of Rs. 3,54,000 per annum.

At some recent meetings of the Standing Finance Committee the Hon'ble Premier had occasion to comment on the inefficiency of elementary schools and it was then urged that one of the remedies would be the reduction of the number of schools which a Deputy Inspector would have to supervise and an increase in the inspectorate accordingly. The Education and Public Health Department support the Director's proposal.

The Finance Department advise against the proposal and point out that it was only recently in connexion with the amalgamation of boys' and girls' ranges the number of schools to be inspected by each officer was reduced from 114 to 80, and that in view of the recent reduction and of the high cost of the proposed scheme (3½ lakhs per year) it is advisable to watch the actual working of the present scheme at least for one year before any further reduction is thought of. They also consider that if the proposal is to be pursued it should be dealt with as a Part II Scheme.

Hon'ble Minister for Education and Hon'ble Minister for Finance have recorded the following minutes:—

"The supervision of the elementary schools is very inefficient. When a man is asked to inspect about 80 schools, the inspection will be very inefficient. He can visit a school only once or twice a year and the proper inspection that is necessary is not got out of such an arrangement. It is to improve inspection that this proposal is made."

"We are spending nearly Rs. 5½ crores for elementary education. This is apart from the funds from the local boards and a few lakhs more in improving these schools will be well spent. I have consulted Hon'ble Premier and he agrees that such a proposal may be formulated. A proper note may be prepared and put up before the Standing Finance Committee."

T. S. A[VINASHILINGAM CHETTIYAR]—28-8-48.

"Standing Finance Committee may consider."

B. G[OPALA REDDI]—2-9-48.

The proposal is accordingly placed before the Standing Finance Committee for approval. An estimate of the additional cost is given below:—

Estimate of additional cost.

Item of expenditure.	Average pay.	Cost of living allowance.	Cost per mensem.	Cost in 1948-9 per mensem.
(1)	(2)	(3)	(4)	(5)
	RS.	RS.	RS.	RS.
66 Senior Deputy Inspectors	137.0	32	11,154.0	7,194
65 Junior Deputy Inspectors	94.0	24	7,670.0	5,460
24 Clerks	67.5	24	2,196.0	1,608
66 Attenders	30.6	19	3,273.6	2,838
131 Peons	20.7	19	5,230.7	4,454
			29,494.3	21,554.5
				= 1,07,770

Additional annual recurring cost is, therefore, $29,494.3 \times 12 =$
Rs. 3,54,000

	RS.
(a) Budget provision under the Major head of account	8,20,42,900
(b) Actual expenditure to the end of July 1948 under the Major head of account	45,16,500
(c) Estimate of extra expenditure on the present scheme in the current year	1,07,800
(d) Estimate of extra expenditure on the present scheme in the current year	Too early to anticipate

M. V. SUBRAMANIAN,
Secretary to Government.

APPENDIX G.

MADRAS EDUCATION SERVICE—DISTRICT EDUCATIONAL OFFICERS AND OTHER OFFICERS
IN ADMINISTRATIVE SECTION—RAISING OF SCALE OF PAY—ALTERING QUALIFICATIONS,
METHODS OF APPOINTMENT, ETC., OF DIRECT RECRUITS.

The following are some of the posts in the administrative section of the men's branch of the Madras Educational Service:—

- Personal Assistant to the Director of Public Instruction.
- District Educational Officers, 28.
- Inspector of European Schools.
- Secretary to the Commissioner for Government Examinations.
- Superintendent of Sanskrit Schools.
- Headmaster, Government, Madrasa-i-Azam.
- Curator, Government Oriental Manuscripts Library, temporary post.
- Chief Inspector of Physical Education, temporary post.

The methods of recruitment admissible to the posts are mainly: direct recruitment; and recruitment by transfer from the subordinate services (i.e., promotion of Deputy Inspectors of Schools, School Assistants, Superintendents in the office of the Director of Public Instruction). For direct recruitment teachers who are employed in recognized non-Government secondary schools and who have put in service as a teacher in a recognized educational institution for two years are also eligible.

All the posts carry the same scale of pay of Rs. 230-30/2-260-40/2-500-50/2-700; transferee-officers appointed on probation are, however, given a starting pay of Rs. 260 in the scale if they are drawing more than Rs. 230 in the subordinate service at the time of promotion.

Of every four vacancies, the first should be filled or reserved to be filled by the direct recruitment of a person who is not a non-Government school teacher, the second by recruitment by transfer, the third by the direct recruitment of a non-Government school teacher, and the fourth again, by recruitment by transfer. That is, 50 per cent of the vacancies go to departmental men, 25 per cent to non-Government secondary school teachers, and the remaining 25 per cent to ordinary direct recruits.

The age-limit for the direct recruitment of persons who are not non-Government school teachers, is 30; that applicable to non-Government school teachers is 40; and that in force for recruitment by transfer is 50.

The qualifications for direct recruits who are not teachers are I or II class M.A. or Hons. degree and B.T. (Madras) or the B.Ed. (Andhra) degree. Those for recruitment by transfer, and also for the direct recruitment of non-Government secondary school teachers, are an Arts degree (of whatever class) and the B.T. or the B.Ed. degree.

A direct recruit may be required at the discretion of the Director of Public Instruction to undergo before commencing to perform the duties, training under a District Educational Officer for a period of six months. During that period he is eligible for a pay of Rs. 100 per mensem and also for appropriate dearness allowance. The period of training in the case of teacher direct recruits, however, will not exceed four months and those recruits are eligible, during training, for a pay of Rs. 200 per mensem or the pay which they would be drawing in non-Government service, whichever is less.

2. The Honourable the Minister for Education has felt that the officers who are now in the gazetted inspectorate (District Educational Officers, etc.) particularly 'promotees' have not the dignity and equipment necessary for properly discharging their work and that there has been a very great dearth of suitable persons for filling higher posts in the department. The reasons for the dearth of proper men are attributed to the following factors:—

(1) The pay and prospects in the Education department are not so attractive as those obtaining in other departments.

(2) For recruitment, higher initial qualifications including a teaching degree, are insisted on.

(3) The age-limit for direct recruitment is high. (In other services where technical qualifications are not necessary, recruitment is made at or before the age of 25 and all ambitious and promising young men get absorbed in those services and it is only those who are rejected by the other departments that take the B.T./B.Ed degree and seek service in the Education department).

3. The Honourable Minister considered that it was imperative that the quality of the persons manning the higher inspectorate should be improved and that towards that end the methods of recruitment, etc., for the posts should be suitably altered. He accordingly proposed, at the end of last year, a scheme of reorganization of the posts. The main features of that scheme were as below:—

(4) The posts in the Madras Educational Service (temporary as well as permanent) which number 35 be divided into two classes—Class I consisting of 15 posts and Class II of 20 posts

(2) The scale of pay of class I be fixed as Rs. 300-40/2-500-50/2-800 and the scale for class II as Rs. 230-30/2-260-40/2-500.

(3) Recruitment to both the classes be by direct recruitment and by promotion in equal proportions—promotion to class I being admissible only from among officers of class II.

(4) For direct recruitment to either class, a degree in teaching need not be insisted on, i.e., I or II class M.A. or Hons. would be the only qualification.

(5) The age-limit for direct recruitment be reduced from 30 to 25.

(6) The candidates for direct recruitment to both the classes be required to undergo, after selection, training for a period of 18 months—B.T. or B.Ed training for about nine months and administrative training in the department for the rest of the period.

(7) During training for the first nine months, direct recruits to both the classes be allowed a pay of Rs. 60 per mensem, and for the rest of the period candidates for appointment to class I be given a pay of Rs. 120 per mensem and candidates for appointment to class II a pay of Rs. 100 per mensem.

(8) That, eventually, promotion to higher posts (Deputy Directors of Public Instruction and Divisional Inspectors of Schools) would be made only from class I posts.

4. Education and Public Health, and Public Departments considered that the scheme might be adopted.

The Finance Department did not consider the scheme necessary. They stated, inter alia, that if men with outstanding qualifications became available, higher starting pay on the basis of their age might be allowed, and that this Government had not formed a class I service in any of their Provincial Services, that a departure in that regard in the Education Department was bound to have repercussions on the other services (e.g., Agriculture, Engineering, Forest, Veterinary) and that therefore the matter should be taken to the Cabinet for decision. They added that if at all it was decided to have class I posts in the Education Department it would be sufficient to adopt a scale of pay of Rs. 300-40/2-500-50/2-700 for those posts.

5. The proposals did not involve any extra cost; on the other hand, there would be a saving of about Rs. 4,700 per annum as a result of the lower scale of pay, Rs. 230-500, suggested for 20 class II posts, instead of Rs. 230-700. But, an increased amount of about Rs. 1,300 per annum would have to be spent on the administrative training for a longer period to be given to the recruits.

6. When the file was circulated, the Hon'ble Minister for Finance and the Hon'ble Minister for Education minuted as follow:—

"While the expected better results are doubtful, the growth of discontent among subordinate services is certain. Their chances of promotion become dwindled and poor type of people alone would be attracted to the lower rungs.

"This reform has its disadvantages. After all, District Educational Officers do administrative supervision. They are not expected to do anything original.

"A I class may be a failure as District Educational Officer. He may be a good professor or a good researcher.

"While I do not object to this, I am expressing my doubts.

"Let Hon'ble Minister for Education see again."

B. G. [OPALA REDDI]—26-2-48.

"As I have referred to before, our present personnel of District Educational Officers are highly regrettable. That is due to the fact that they come up from Deputy Inspectors with little dignity and equipment. It is wrong to think that the work of District Educational Officers is merely administrative. It is that point of view that is responsible for the poor state of affairs in our educational institutions. Men with drive, dignity and equipment are necessary for this job. Let us not forget that the future of the nation depends upon the type of people that we are going to recruit for our Education Department and the District Educational Officer is the pivot around which the educational organization in the district depends. And so, it is very necessary that we should try to attract some of the best men. I am glad that Hon'ble Minister for Finance generally agrees with the proposal. The cost is very little but the advantages that are expected out of this scheme are very great."

T. S. A. [VINASHILINGAM CHETTIYAR]—27-2-48.

7. Then, as desired by the Finance Department, the matter was placed before the Cabinet on 19th March 1948. The orders passed were that, instead of having class I and class II divisions, the question of having single grade District Educational Officers on the scale of Rs. 300-700 should be examined and proposals placed before the Cabinet.

8. It has been taken that the intention of the Cabinet was that the original proposals summarized in paragraph 3 above, with only the features relating to the institution of a class I cadre left out, should be considered further. That is, in addition to raising the scale of pay of the officers from Rs. 230-700 to Rs. 300-700, the following changes may be effected:—

(1) the direct recruits other than non-Government school teachers need not possess at the time of recruitment the B.T. or the B.Ed. qualification also;

(2) the age-limit for them should be reduced from 30 to 25;
 (3) they should be required to undergo, after selection, training for 18 months—B.T. or B.Ed. training for about nine months and administrative training for the rest of the period; and
 (4) during the period of training they should be allowed a pay of Rs. 60 per mensem for the first nine months and Rs. 100 per mensem for the rest of the period.

The Finance Department have stated that there seems to be a fairly good case for better pay for District Educational Officers. They have, however, pointed out that if the scale for men officers is raised women officers will also ask for similar treatment. The Education and Public Health Department consider that, if such a claim is put forward by women officers, it should be considered on its merits.

The Education and Public Health Department have noted, and the Finance Department have agreed; that dearness allowance to the direct recruits during their training should be given under the new scheme also.

9. *Cost.*—Calculated on the basis of the averages of the existing scale of pay of Rs. 230—700 and the scale of Rs. 300—700, the extra expenditure consequent on the raising of the minimum of the scale and the payment of dearness allowance to the officers alone will come to Rs. 29,400 roundly per annum.

If, however, taking into account the fact that transferees and teacher—direct recruits are appointed to the service only at an advanced age in their life and will not be able to reach the maxima of the scales but will reach only particular stages in the scale lower than the maxima, before their retirement and if the cost is worked out with reference to that consideration, Rs. 21,000 roundly will be the extra expenditure per annum.

It may be taken that not more than one direct recruit who is not a non-Government school teacher, will be appointed each year. The pay and dearness allowance to be paid to him during the period of his B.T. or B.Ed. training and administrative training will come to Rs. 1,100 roundly.

The total extra cost will thus be Rs. 30,500 per annum or Rs. 22,100 per annum depending on the manner or calculation indicated above.

10. When the file was re-circulated, the Hon'ble Premier and the Hon'ble Minister for Finance have minuted that the proposals be first discussed at an informal meeting of the Hon'ble Ministers.

11. Orders are solicited whether the scheme as detailed in paragraph 8 above will be approved and further considered at a meeting of the Cabinet. Action to obtain from the Legislature a supplementary grant will have to be taken. The statutory service rules will also have to be amended in consultation with the Madras Public Service Commission.

12. The Hon'ble Minister for Education wishes that, if the Hon'ble Ministers consider it too costly to raise the minimum of the scale of pay from Rs. 230 to 300, they might approve of the original proposal (paragraph 3 above).

M. V. SUBRAMANIAN,
 Secretary to Government.

APPENDIX H.

(It has been assumed that the schools will be started with a single teacher and that additional teachers will be employed one at the end of two years and the other at end of four years. Of the three teachers one will be of the secondary grade.)

Subsidies to local bodies.

Year.	Pay of teachers.	Contingencies.	Sheds.	Equipment.
(1)	(2)	(3)	(4)	(5)
	RS.	RS.	RS.	RS.
First year (560 schools with one teacher)	3,29,300	33,600	5,60,000	56,000
Second year (1,120 schools with one teacher)	6,58,600	67,200	5,60,000	56,000
Third year (560 schools with two teachers and 1,120 schools with a single teacher)	13,17,200	1,34,200	5,60,000	56,000
Fourth year (1,120 schools with two teachers and 1,120 schools with one teacher)	19,75,800	2,01,600	5,60,000	56,000
Fifth year (560 schools with three teachers, 1,120 schools with two teachers and 1,120 schools with one teacher)	30,37,600	3,02,400	5,60,000	56,000
Sixth year (1,120 schools with three teachers, 1,120 schools with two teachers and 560 schools with one teacher)	37,70,100	3,69,600	..	..
Seventh year (1,680 schools with three teachers and 1,120 schools with two teachers)	45,02,600	4,36,600	..	..
Eighth year (2,240 schools with three teachers and 560 schools with two teachers)	49,05,800	4,70,400	..	..
Ninth year (2,800 schools with three teachers)	53,09,000	5,04,000	..	..
Ultimate cost on average pay	64,68,000	5,04,000		

Grants to managements of aided schools.

Year.	Pay of teachers-	Sheds.	Equipment.
(1)	(2)	(3)	(4)
	RS.	RS.	RS.
First year (140 schools with one teacher)	72,240	1,40,000	14,000
Second year (280 schools with one teacher)	1,44,480	1,40,000	14,000
Third year (140 schools with two teachers and 280 schools with one teacher)	2,88,960	1,40,400	14,000
Fourth year (280 schools with two teachers and 280 schools with one teacher)	4,33,440	1,40,000	14,000
Fifth year (140 schools with three teachers, 280 schools with two teachers and 280 schools with one teacher)	6,68,640	1,40,000	14,000
Sixth year (280 schools with three teachers, 280 schools with two teachers and 140 schools with one teacher)	8,31,600	..	..
Seventh year (420 schools with three teachers and 280 schools with two teachers)	9,94,560	..	..
Eighth year (560 schools with three teachers and 140 schools with two teachers)	10,85,280	..	..
Ninth year (700 schools with three teachers)	11,76,000	..	..
Ultimate cost based on average scale of grant	12,85,200	..	..

APPENDIX I.

COST OF INTRODUCTION OF COMPULSORY EDUCATION UP TO THE FIFTH STANDARD.

Number of children to the newly enrolled—32.16 lakhs.

For educating 35 pupils—

	RS.
Pay of teacher	30 per mensem.
Rent	5 do.
Contingencies	5 do.
Total	40 per mensem or Rs. 480 per annum.

For educating 32.16 lakhs of children, the cost is—
 $32.16 \times 480/35$ or 441 lakhs.

COST OF INTRODUCTION OF COMPULSORY EDUCATION UP TO EIGHTH STANDARD.

Number of children to be newly enrolled is 70 lakhs.

For educating 35 pupils—

Pay of teacher, rent and contingencie—Rs. 66-2/3 per mensem or Rs. 800 per annum.
 For educating 70 lakhs of children the cost is— $70 \times 800/35$ or 1,600 lakhs.

MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT ST. GEORGE, MADRAS, ON FRIDAY, THE 24TH DECEMBER 1948.

The Hon'ble the Premier presided

PRESENT

1. The Hon'ble Dr. T.S.S. Rajan
2. The Hon'ble Sri M. Bhaktavatsalam
3. The Hon'ble Sri B. Gopala Reddi
4. The Hon'ble Sri H. Sitarama Reddi
5. The Hon'ble Sri K. Chandramouli
6. The Hon'ble Sri T.S. Vinashilingam
7. The Hon'ble Sri K. Madhava Menon
8. The Hon'ble Sri Kala Venkata Rao
9. The Hon'ble Sri A.B. Shetty
10. The Hon'ble Sri V. Kurmayya
11. The Hon'ble Dr. S. Gurubatham.

Agenda

1. Elementary Education - Improving Efficiency.

Order

It was decided that the proposals should be referred to a Cabinet Sub-Committee consisting of H.M.(Edn.), H.M. (F.D.), H.M.(Food), H.M. (P.H.), H.M. (L.A.) and the Hon'ble Premier and that the Committee should hold its first meeting on January 12th, 1949, in the Cabinet Room at 10-30 a.m. The D.P.I. will be asked to attend.

K.R.M.
26-12-1948

O.P. Ramaswamy Reddy

Premier

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E.P.H.

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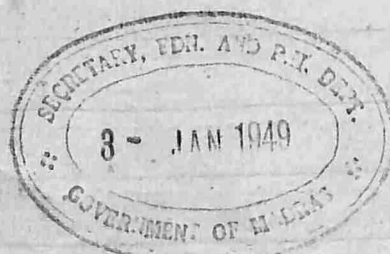
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$$h_1(h_2) \text{ --- a.s.} \quad (A)$$

(*) Signed D.O. no. 91540-13248-2 from 7.30.12.48)

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~~30~~



Yes

15A

30-1248

12/38

of which the Government of Madras is the author.
(Copy of the report is being sent to the Government of Madras for their consideration.)

The Government of Madras have decided that the proposals regarding improving efficiency of elementary education and levy of educational tax by D.E. boards should be referred to a Cabinet Sub-Committee consisting of H.M.(Edn), H.M.(FD), H.M.(Food), H.M.(P.H.), H.M.(L.A) and the Hon'ble Premier and that the Committee should hold its first meeting on January 12th, 1949 in the Cabinet Room at 10.30 a.m. I am to request you to be present at the meeting at the time and day referred to above.

Yours faithfully,
The D.P.G. (by name)

12/38

(Copy of the report is being sent to the Government of Madras for their consideration.)

39
E.A.P.H. Deptt (B2)

D.O. No. 91540 B2/48-2 Edn dated 30.12.1948.

Dear Mr. Reddi,
Sub: Improving Efficiency of Elementary Education and Levy of Educational Tax by D.E. Boards.

2)
The Govt. have decided that the proposals regarding improving efficiency of elementary education and levy of educational tax by D.E. boards should be referred to a Cabinet Sub-Committee consisting of H.M.(Edn), H.M.(FD), H.M.(Food), H.M.(P.H.), H.M.(L.A) and the Hon'ble Premier and that the Committee should hold its first meeting on January 12th, 1949 in the Cabinet Room at 10.30 a.m. I am to request you to be present at the meeting at the time and day referred to above with the Basic Education Officer.

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

30.12.48

29.12.48

30/12/48

Yours sincerely,
31.12.48

40
 2494 Dept. H. 4943
 D.O. No. 15190/2/48-2 dated 30-12-48
 Dear Mr. Rajgiri,
 Ref: Improving efficiency of elementary education
 and levy of educational tax by D.P.I.
 The Govt. have decided that the proposals
 regarding improving efficiency of elementary education
 and levy of educational tax by D.P.I. should be
 referred to a Cabinet Sub-Committee consisting of H.M.(Edn.)
 H.M.(F.D.), H.M.(Food), H.M.(R.H.), H.M.(H.A.) and the Hon'ble
 Premier and that the Committee should submit its report
 meeting on January 12th, 1949 in the Cabinet Room at
 10.30 a.m. It is requested that you be present at the
 meeting at the time and day referred to above.
 Yours sincerely,
 2494

See page 13 and

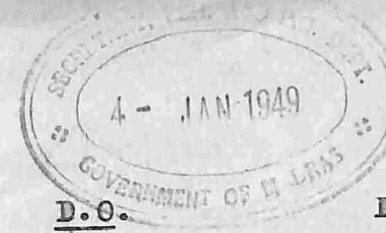
41
 Edn. & P.H. Dept.

For the Meeting of the Cabinet Sub-Committee on the
 12th January '49, H.M.(Edn.) desires that the Basic
 Education Officer also should be asked to be present.
 Please send intimation to him through the D.P.I.

30-12-48.

[Signature]
 Secretary.

22



B2-17/43

D.O.

Director of Public Instruction,

Madras, 2nd January 1949.

Dear Mr. Subramanian,

23

Sub: Improving efficiency of elementary education and levy of educational tax by District Boards.

0000

ref: Your D.O.No.91540-B2/48-2, Ean., dated 30th December 1948.

b13
auto

I shall be present at 10-30 A.M. on the 12th of January. I request you, however, to allow me to bring the Deputy Director for Elementary Education also with me.

Yours sincerely,

Subramanian

TO

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

44

45

Ed P.H. Dept (B2)

[Gained as D.O. No. 91540 B2/48.2 Edn dated 30.12.48]

From the D.P.S. D.O. no. dated 2nd January 1949.

Please see the d.o. from the D.P.S. referred to above.

2. It is presumed that there is no objection to the D.P.S. being permitted to ^{bring} ~~take~~ with him the Deputy Director for Elementary Education for attending the Meeting of the Cabinet Sub Committee.

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

in/for
H. C. 6/1/49
by
him
y

24
6/1/49
S
6/1/49
24

D.O. no. 91540 B2/48.3 Edn dated 6.1.49

Dear Mr. Reddi,

Sub: Improving efficiency of elementary Education and levy of educational tax by Dt Boards. Meeting of the Cabinet Sub-Committee.

Ref: Your D.O. dated 2nd January, 1949.

There is no objection to your bringing with you the Deputy Director of Public Instruction for Elementary Education for attending the Meeting of the Cabinet Sub-Committee.

To

The D.P.S. (by name) Desio
1887
6.1.49

Desio
6/1/49
Yours Sincerely,
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6/1/49

RAM
6.1.49
2
6/1/49

Proceedings of the Informal Meeting of Ministers to discuss the policy of Elementary Education held on the 12th and 13th January 1949.

The following attended:

H.Pr. ✓
H.M. Food ✓
H.M. Agri.
H.M. Fin.
H.M. P.W.
H.M. L.A. ✓
H.M. Edn. ✓
H.M. P.W.
H.M. F.D. ✓
D.P.I.
Dy. D.P.I. (Ele. Edn.)
Basic Education Officer.

The following decisions were arrived at:

- (1)(a). Compulsion may be for five years of Basic Education including the pre-basic course.
(b). About 200 full basic schools may be started throughout the provinces.
(c). Arrangements must be made to put up at least essential buildings for basic schools.
(d). Where grants are not given to schools, timber other than teak may be given at concessional rates for school buildings as may be certified by the D.P.I. This concessional rate shall not generally be above five lakhs of rupees per year. This concession given may be debited by the Forest Department to the account of the Education Department.
(e) The self-supporting basis of basic schools must be examined.

(2) and (5). (a) Compulsory elementary education should be spread throughout the province in 15 years.

(b). The matter of a provincial surcharge especially on the sales tax should be examined by the Finance Department so that an income source may be obtained for expansion of basic and elementary education, training of teachers and buildings for schools.

(3). May be tried in selected areas. — shift system

(4) Approved.

(5) May be tried as an experimental measure in 25 schools throughout the province. These classes should be opened only when there is a minimum strength.

(7) May be examined afresh from the point of view of giving more executive powers to the educational authorities so that the schools may be worked with greater efficiency.

(8) Approved.

(9) Approved.

(10) It was approved that there may be two grades. The II grade to be on Rs. 250-500 and the first grade Rs. 300-700 and two selection posts on Rs. 700-850. The proposal was approved subject to these conditions.

(11) Postponed for discussion during part II.

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

(15) The Government of India Resolution on medium of instruction. It was approved that in elementary schools, the medium of instruction should be the mother-tongue where required by the people.

To H.Pr. and
all other H.Ms.
Secy., E. & P.W.
D.P.I.

Non'ble Minister for
Education.



P/2

P/3 + 4

P/3

P/3

P/4

P/5

P/6

P/6

P/6 + 7

separately
subject not
included
in the note

26
did
not
attend

13.1.49

For the purpose of the meeting to be held on 12th Jan. 1949, the following subjects were discussed:-

1. Reform of Education

2. Levy of Education tax by District Boards.

The notes were considered by the Cabinet at its meeting held on the 24th Decr. 1948. It was decided at the meeting that the proposals relating to the two subjects mentioned above should be referred to the Cabinet Sub-committee and that the sub-committee should hold its first meeting on 12th Jan. 1949. The Sub-Committee held its deliberations on the 12th and 13th January. It is understood that a few other H.Ms. who are not members of the committee also attended the meeting. The proceedings of the meeting are placed below. It will be seen therefrom that the committee has examined the points raised in the note on Ele. Edn. and it has not presumably gone through into the question regarding levy of education tax by district boards. (A separate note has been submitted).

From the proceedings it will be seen that the Cabinet Sub-committee has approved many of the proposals made in the note on Ele. Edn. Further action has to be taken on some other recommendations with reference to the observations of the committee. It appears that the whole question should again be placed before the Cabinet for approval before the recommendations of the Committee are implemented.

As the Cabinet Sub-committee has not considered the note regarding levy of Education tax by district boards it is for orders whether the matter should again be referred to the Committee.

The file may be submitted to H.M.(Edn.) for orders. On return a draft note for the Cabinet may be put up. A note circulating the proceedings of the Sub-committee to all H.Ms. is also put up.

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(1) Reform of Education

(2) Levy of Education tax by District Boards.

The notes were considered by the Cabinet at its meeting held on the 24th Decr. 1948. It was decided at the meeting that the proposals relating to the two subjects mentioned above should be referred to the Cabinet Sub-committee and that the sub-committee should hold its first meeting on 12th Jan. 1949. The Sub-Committee held its deliberations on the 12th and 13th January. It is understood that a few other H.Ms. who are not members of the committee also attended the meeting. The proceedings of the meeting are placed below. It will be seen therefrom that the committee has examined the points raised in the note on Ele. Edn. and it has not presumably gone through into the question regarding levy of education tax by district boards. (A separate note has been submitted).

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NOTE FOR THE CABINET

28

Under the orders of H.M. (Edn.) notes for the Cabinet were prepared on the following subjects:--

- (1) Certain reforms in Education, particularly elementary education.
- (2) Levy of Education tax by District Boards.

The notes were considered by the Cabinet at its meeting held on the 24th Decr. 1948. It was decided at the meeting that the proposals relating to the two subjects should be referred to a Cabinet Sub-Committee and that the sub-committee should hold its first meeting on 12th Jan. 1949. The Sub-committee held its deliberations on 12th and 13th Jan. A few other H.Ms. who are not members of the committee also attended the meeting. The proceedings of the meeting are appended.

2. From the proceedings it will be seen that the Sub-committee approved ^{not} many of the proposals made in the note on elementary education-(item (1) above). Further action has to be taken on some other recommendations with reference to the observations of the Committee. The Committee also considered generally the question of levy of education tax by District Boards (Item (2) above), but no definite decision was taken.

3. Orders of the Cabinet may be taken

(1) whether the decisions arrived at the Cabinet Sub-committee regarding elementary education will be approved, and

(2) whether the matter of levy of education tax by District Boards may be referred to the Cabinet itself as an independent subject.

The matter of levy of Education tax was also generally considered by the Committee though no definite decisions were reached. I think that may be referred to the Cabinet. The reference to the Cabinet may be

Whether the decisions arrived at the Cabinet Sub-Committee regarding elementary education may be approved.

The matter of levy of education tax by district boards may be referred to the Cabinet itself as an independent matter.

It is possible it may come before the next meeting of the Cabinet.

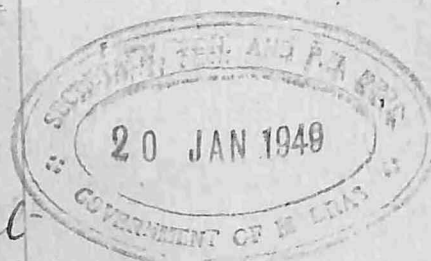
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20.1.49

The draft note for the cabinet has been revised. It is retyped and subd. The file may be sent to Chief Secy for approval of the draft note.

JRM
21/1/49

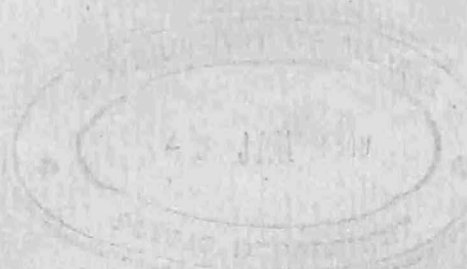
M. J. J.

C.S.
JRMG.A.P.H. No 91540 B2/48-4
21.1.49.

Take copies of the note and circulate and put up the file again.

JRM
22/1/49

Copies of the note for the Cabinet have been circulated to all H.Ms. Chief Secretary and Finance Secretary. The file may now be sent to Public Dept. for reference at the meeting of the cabinet. That Dept. may be requested to include the subject in the agenda for the next meeting of the cabinet.

JRM
24/1/49a/c
25/1/49JRM
25/1/49G.A.P.H. No. 91540 B2/48.5
25.1.49.Refer to all H.Ms.
JRM
24.1.49

With copies of printed notes and clippings (1) & (2) above

Appendix

H.E. p 23 NF

A copy of the proceedings of the Informal Meeting of the Hon. Ministers held on the 12th and 13th Jan. 1949 to discuss the policy of Govt. regarding ele. education^{etc} is placed below. It may be circulated to H.M. for information.

15/1/49
Desp to all
H. H. S.
20.1.49

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18/1/49

18/1/49

18/1/49 29

NOTE FOR THE CABINET

Under the orders of the Hon'ble Minister for Education notes for the Cabinet were prepared on the following subjects:--

- (i) Certain reforms in education, particularly elementary education
- (ii) Levy of Education tax by District Boards

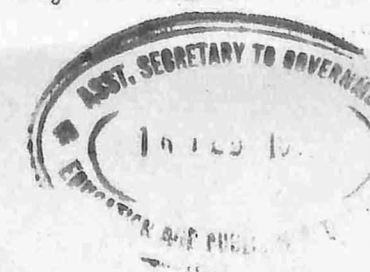
The notes were considered by the Cabinet at its meeting held on the 24th December 1948. It was decided at the meeting that the proposals relating to the two subjects ~~mentioned~~ should be referred to a Cabinet Sub-Committee and that the Sub-Committee should hold its first meeting on 12th January 1949. The Sub-Committee held its deliberations on 12th and 13th January. A few other Hon'ble Ministers who are not members of the committee also attended the meeting. The proceedings of the meeting are appended.

2. From the proceedings it will be seen that the Sub-Committee approved most of the proposals made in the note on elementary education - (item (i) above). Further action has to be taken on some other recommendations with reference to the observations of the Committee. The Committee also considered generally the question of levy of education tax by District Boards (Item (ii) above), but no definite decision was taken..

3. Orders of the Cabinet may be taken

(1) whether the decisions arrived at by the Cabinet Sub-Committee regarding elementary education ~~will be approved~~, and

(2) whether the matter of levy of education tax by District Boards may be referred to the Cabinet itself as an independent subject.



M.V. SUBRAMANIAN,
Secretary to Government.

P.T.O.

58
- 2 -
Proceedings of the Informal Meeting of Ministers to discuss the policy of Elementary Education held on the 12th and 13th January 1949.

The following attended:

Hon'ble the Premier
Hon'ble Minister for Food
Hon'ble Minister for Agriculture
Hon'ble Minister for Finance
Hon'ble Minister for Public Works
Hon'ble Minister for Local Administration
Hon'ble Minister for Education
Hon'ble Minister for Firka Développement
Director of Public Instruction
Deputy Director of Public Instruction
(Elementary Education).
Basic Education Officer.

The following decisions were arrived at:--

(1) (a). Compulsion may be for five years of Basic Education including the pre-basic course.

(b) About 200 full basic schools may be started throughout the province.

(c) Arrangements must be made to put up at least essential buildings for basic schools.

(d) Where grants are not given to schools, timber other than teak may be given at concessional rates for school buildings as may be certified by the Director of Public Instruction. This concessional rate shall not generally be above five lakhs of rupees per year. This concession given may be debited by the Forest Department to the account of the Education Department.

(e) The self-supporting basis of basic schools must be examined.

(2) and (5) : (a). Compulsory elementary education should be spread throughout the province in 15 years.

(b) The matter of a provincial surcharge especially on the sales tax should be examined by the Finance Department so that an income source may be obtained for expansion of basic and elementary education, training of teachers and buildings for schools.

(3) May be tried in selected areas - Shift System.

(4) Approved

(5) May be tried as an experimental measure in 25 schools throughout the province. These classes ~~xxxx~~ should be opened only when there is a minimum strength.

P.T.O.

59
- 3 -
(7) May be examined afresh from the point of view of giving more executive powers to the educational authorities so that the schools may be worked with greater efficiency.

(8) Approved

(9) Approved.

(10) It was approved that there may be two grades. The II grade to be on Rs. 230-500 and the first grade Rs. 300-700 and two selection posts on Rs. 700-850. The proposal was approved subject to these conditions.

(11) Postponed for discussion during part II.

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

(15) The Government of India Resolution on medium of instruction. It was approved that in elementary schools, the medium of instruction should be the mother-tongue where required by the people.

T.S.A.
13-1-1949.
Hon'ble Minister for Education.

(True copy)

60
Confidential

61
GOVERNMENT OF MADRAS.

MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT
ST. GEORGE, MADRAS, ON SATURDAY, THE 22TH FEBRUARY 1949.
12



The Hon'ble the Premier presided.

PRESENT

- 32
1. The Hon'ble Dr. T.S.S. Rajan
 2. The Hon'ble Sri M. Bhaktavatsalam
 3. The Hon'ble Sri H. Vitarama Reddi
 4. The Hon'ble Sri T.S. Annashilingam
 5. The Hon'ble Sri V. Kurmayya
 6. The Hon'ble Sri A.B. Shetty
 7. The Hon'ble Dr. S. Gurubatham.

Agenda

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

Order

A | It was decided that the decisions arrived at by
B | the Cabinet Sub-Committee regarding elementary education
C | should be approved subject to the modification that as
D | 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 - Govt. of India's
Resolution) will stand. As regards the question of levy
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.

[Signature]
E. & P.H.

62

Secretary, E. & P.H.

63

33

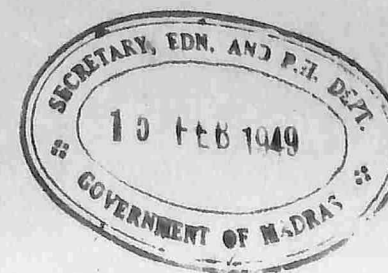
Please see herewith the Note for the Cabinet on Elementary Education and the recommendations of the Cabinet Sub Committee. Most of the recommendations of the Sub Committee have been accepted by the Cabinet in its last meeting, except with regard to the Shift System, i.e., item III, in which case, the decision was that it may be tried as an experimental measure in ten selected areas. And so, now it is for us to take the necessary steps to implement these decisions.

Steps may be taken as follows:

(The numbers within brackets refer to the numbers in the Note for the Cabinet).

(1)(b). About 200 full basic schools may be started throughout the province. To do so, it will be necessary in the first instance to approve a syllabus for the full basic course of eight years. At present, we have approved a scheme of five years of basic education including the pre-basic course as accepted by the Cabinet in (1)(a). There is a syllabus for eight years by the Hindusthani Talimi Sangh. That must be gone into and approved with suitable amendments, if necessary. The D.P.I. may be asked to go into the matter and put up proposals.

These schools will have the status of the present higher elementary schools. But to start the senior basic schools, we must have schools which have gone through the five years of the junior basic schools. The question is whether we have any such schools at present to which the sixth year class may be added next year. The Basic Education Officer may also be asked to go into the matter and report whether any higher elementary schools can be converted into full basic schools even in the next year.



64

2. (1)(d). The Cabinet has approved that schools for which no capital grants are given for buildings, timber other than teak may be given at concessional rates. The total of this concessional rate shall not exceed five lakhs of rupees. This concession is to be debited by the Forest Department to the account of the Education Department. The necessary administrative arrangements to make this concession must be evolved by us. Arrangements may be made to do so.

3. (4). Whether volunteers may be utilised for education work.

The Cabinet has approved that proposal. The proposal also will result in saving as is shown in the note. But the question is how many volunteers we shall try. If any rules are to be framed on that subject, that must also be taken up. The D.P.I. may be asked to go into the matter in detail and report. If possible, we must make conditions ready in the beginning of next year so that from the next school year, we may try this experiment.

4. (5) With regard to the introduction of teaching practice in high schools as one of the bifurcated courses, the decision of the Cabinet is that it may be tried as an experimental measure in 25 schools and these classes may be opened where there is the minimum required strength. I understand that the syllabus in Teaching Practice is ready. I don't think it has been approved by Government. If the syllabus is ready for the three years' course, that may be asked to be put up for Government's approval and I would like to have the Secondary Education Sub Committee of the Provincial Advisory Board of Education also consulted in the matter. The standard must be of the Secondary Grade training with knowledge in the necessary crafts. If the syllabuses

pages 49 & 61 ante

pages 11, 49 & 61 ante

pages 12, 49 & 61 ante

B

pages 13, 49 & 61 ante

4-A

K

pages 13, 49 & 61 ante

pages 13, 49 & 61 ante

pages 14, 39 & 61 ante

A

65

can be got ready in a couple of months, it may be introduced even in the next school year. If that is to be done, we must also select the schools in which they are to be introduced and they should not exceed 25 for the whole province for this year. The D.P.I. may be asked to make recommendations with regard to this also.

34

(7). This is a very big matter and requires very much deeper consideration. It will not be possible for us to take over all elementary schools at present without examining the financial commitments, under our management. If the D.P.I. thinks in the meantime, that more powers are necessary to the Departmental Officials for bringing in greater efficiency, he may be asked to make proposals in the matter.

(8) The Cabinet has agreed that these transfers are bad and recruitment must be on the school basis. The D.P.I. may be asked to consider the matter and suggest any change of rules that may be necessary to bring this into effect.

(9) This has been approved and provision has also been made in the budget. The D.P.I. may be asked to take necessary action in the matter.

(10) This is a proposal to get better D.E.Os. It has been approved that there may be two grades, the second grade to be on Rs.230 to 500 and the first grade on Rs.300-700 and two selection posts on Rs.700-850. Subject to this change, the proposal has been approved and action may be taken to bring this into effect and the D.P.I. may be asked to make any change of rules that may be necessary to put this into effect.

Action may be taken on these lines on the matters mentioned above and put up.

15A

15.2-49

H.M. Education.

Edu. and P. H. Dept (G2)

Please see the decisions of the Cabinet Sub-Committee at page 49 ante, the further Note for the Cabinet at pages 57-59 ante, the decision of the Cabinet at page 61 ante and the minutes of the former H. M. (Edu.) at pages 63-65 ante. Necessary extracts have been taken and added to the concerned files on the various items and further action initiated in them, these papers may as indicated in the statement be put up at (T) below. ~~These papers may~~ No separate action is necessary on any of the items in this file. These papers may be recorded for future reference.

Order no. 1299 Edu., dated 28.4.49

Recorded.

Abstract: - Elementary Education - Improving Efficiency - Decisions of Cabinet - Papers recorded.

Put up abstract slip & have the no. numbered
27/4/49

Item no. in the Cabinet Note	Short Subject	Ref. to decision of Cabinet Sub-Committee	Ref. to decision of Cabinet	Ref. to H.M. further minutes	Ref. to file in which action taken
1. I on page 10 NF.	Extension of the scheme of compulsory (basic) elementary education	Page 49 NF	'A' on page 61 NF	Items 1 & 2 on pp 63-64 NF	17928/49
2. II, V & XII on pages 11, 12 and 14 NF respectively	Pace of introduction of compulsory elementary education and pace of increasing the training of teachers and introduction of Basic Education.	Page 49 NF	DO.		23350/48 23769/48 (linked files)
3. III on page 11 NF	Introduction of shift system in elementary schools	Page 49 NF	'B' on page 61 NF	'A' on p 63 NF	48400/48
4. IV on page 11 NF	Employment of volunteers for spread of elementary education	Page 49 NF	'A' on p 61 NF	Item 3 on Page 64 NF	14446/49
5. VI on page 12 NF	Teaching Practice as a Bifurcated Course [Extracts given to B section]	Page 49 NF	DO	Item 4 on Page 64 NF	90979/49
6. VII on page 13 NF	Constitution of Taluk Education Boards	Page 49 NF	DO	4A Item 5 on Page 65 NF	70154/47
7. VIII on page 13 NF	Avoidance of transfers. Recruitment on school basis	Page 49 NF	DO	Item 5 on Page 65 NF	14530/49
8. IX on page 13 NF	Increasing the strength of the Inspectors [Extracts given to A section]	Page 49 NF	DO.	Item 6 on Page 65 NF	17366/49 C.O. 346/49 closed as per No. 759/49
9. X on page 14 NF	Plans to get better D.E.O.s. [Extracts given to A section]	Page 49 NF	DO.	Item 7 on Page 65 NF	58017/49
10. XI on page 14 NF	Provision of schools in school-less villages	Page 49 NF	DO.		49967/49
11. XIII & XIV on page 15 NF	Ways & means to avoid wastage and abolition of single & double teacher schools.	Page 49 NF	DO		14549/49

Papers since added to C.O. no. 9462 dated 21.2.49

12. Medium of instruction Item 15 on 'C' on page 61 NF
in Ele. Schools - G.O. page 49 NF 61932 B1/48
Indian resolution (Extracts given to B. Section)
13. Item (2) on Large of education
page 53 NF Tax by Dr. B. B. B. 'D' on page 61 NF C.No. 11514/49.

Not actual

48400

Ed. H. Dept
B2 69

D.O. no 48400/48B2 Edu D. 3.7.48

Dear Mr Reddi,

36

Sub: Improvement of ele education - Comprehensive programme

I am to write a reference ^{dated 28-6-48} to a note from H.M (Edu) to you direct on the subject mentioned above and to ^{request} you to ^{send} notes on the several subjects to be discussed by the cabinet sub committee. I am to enclose a copy of a note of H.M (Edu) for utilizing the services of graduates and post-B.S.L.C. students for handling classes in ele.

70

Schools as desired by S.H. (Edn)

5.6.48

2/7/48

yours faithfully sincerely,

4/7/48

20.

the ~~Edn~~ (by name)
D. O. No. 48400/48B2 (with note)
5/7/48

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71/3
B2

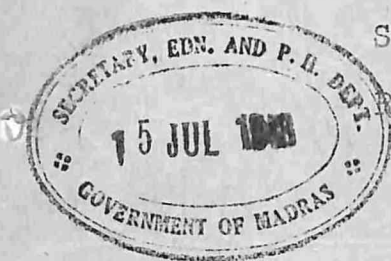
D.O.

Office of the
Director of Public Instruction,
Madras, Dated: 14--7--1948.

5225A

Dear Mr. Subramaniam,

1/10/48



Sub: Improvement of elementary education -
comprehensive programme.
Ref: Your D.O. No. 48400/48B2. Edn. dated 3-7-48.

37

With reference to your D.O. quoted
above, I am enclosing notes on the points mentioned
in the Hon'ble Minister's Notes.

Yours sincerely,

19/7

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

Special

Secretary, E. & P.H.

It was decided at an informal meeting of the Cabinet that a Cabinet Sub Committee be appointed to go fully into the matter of elementary education in all its aspects. That Committee will go into the matter of preparing a plan for the spread of compulsory elementary education throughout the province within a reasonable period of time and consider the ways and means for finding finance for such an expansion. It will also go into the efficient form of administration of elementary education such as the suggested Taluk Education Boards etc.

I would like a comprehensive note to be circulated to the members of the Committee. That note may deal with the following matters:

1. The progress of Elementary Education and the present Elementary Education Act.
2. The History of the introduction of compulsion in the last few years and an account of its working - if compulsion is not working properly, the reason for its not having worked properly - the steps that we may have to take to make compulsion work properly.
3. In non-compulsory areas, in how many places there ^{are} no schools - steps to be taken for providing schools in those school-less areas.
4. Steps taken by the Government for improving efficiency in administration, such as amalgamation of uneconomic schools, amalgamation of boys and girls ranges etc. and any other steps.
5. In Bombay, the elementary education is a four years course and the V class is added on to the high school. This reduces the cost of compulsion by one-fifth and in the V class, the fees are also charged as in the high school which reduces the burden of Government for the maintenance of these classes. The matter may be considered whether that may be introduced here also.
6. The possibilities of shift system in schools to economise teachers as well as school buildings may also be considered.
7. The question of getting volunteers among graduates and

74
2
post-S.S.L.C. students for this purpose may also be considered.

In this connection, my note on the subject which has been referred to the informal meeting of the Cabinet may be consulted.

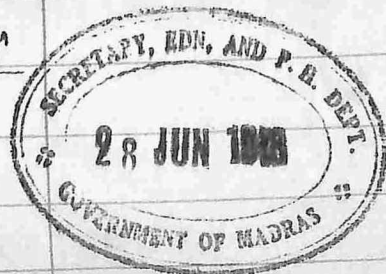
8. The question of availability of teachers may also be considered. If proper type of teachers are not available in the present circumstances, what steps should be taken to improve their status and for attracting a better type of people. In this matter, the non-transfer of teachers, recruiting teachers for individual schools, giving such facilities as free education to the children of teachers may also be considered.

9. One of the causes of inefficiency of our elementary schools is want of good space and good buildings. The measures taken to procure buildings may also be considered.

I have given a few points which may form the subject matter of the notes. This note may be sent to the D.P.I. and ~~the~~ he may be asked to submit a comprehensive note with necessary figures etc. for the committee to go into the matter. While sending him the note, the notes which I have referred to above, i.e. using graduate and post-S.S.L.C. students for elementary education purposes may also be referred to them. He may be asked to send up his note within about 15 days, say, within the 15th July so that the committee may begin its work as soon as possible. Before the circulation of the note to the other members, it may be put up to me for approval.

H.M. Education.

Copy to the D.P.I.



75
[Issued as D.O. No. 48400/48 B2 Edu
dated 3.7.48] 39

From The D.P.I. D.O. dated 14.7.48

the D.P.I. has prepared
a comprehensive ^{note} dealing with all the points
raised by H.M. for ^{reference} whether ^{the D.P.I.}
note may be ^{taken} printed and circulated to the
members of the Cabinet Sub-committee as
ordered by H.M. The file may be circulated.

17.7.48
17/7/48 S
18/7/48 H. (Cm.)

with regard to the notes
received from the D.P.I. with
regard to the history of compulsory elementary education,
We have to deal with the various aspects of the question.
The various aspects of the question will be:-

- 1) The defects in the present compulsory system of education and how to remedy them.
- 2) Increasing the pace of compulsion in the Province.
If so, in how many years to introduce compulsory education throughout the Province. I suggest 10 years may be the outside limit within which it should be done. The financial consequences of that may be worked out.
- 3) Increasing the no. of trained teachers to be provided for elementary education to suit the above scheme and its cost.
- 4) The question of unifying the various kinds of managements and bringing all the elementary schools under Government and its financial consequences. Its advantages and disadvantages.
- 5) The question of getting better type of people both for the teaching profession as well as for the Inspectorate and the methods to be adopted for it.

no-2 ^{over} 27/1/47
Sent to
DPI

SECRETARY, EDN, AND P. H. DEPT.
5 - AUG 1966
GOVERNMENT OF MADRAS

$$\begin{array}{r} 15A \\ \hline 5-848 \end{array}$$

820

Defects in the working of the scheme of compulsory elementary education:

The Elementary Education Act envisages the introduction of compulsory elementary education by local bodies. Local bodies should take steps to provide ^{the} necessary school places in compulsory areas and to ensure ^{that} children are brought to schools regularly. The Act also contemplates the imposition of penalties on guardians of the defaulting pupils. The power to impose penalties was vested with the Presidents of Dt. Boards in rural areas and the Chairmen of Municipal Councils in Municipal areas, till 1947. From 1-6-47 the power has been transferred to the D.E.Os. The Director has reported separately that the following defects ^{were} ~~are~~ noticed in the working of the scheme of compulsory elementary education:-

- (i) The Attendance Committees constituted for compulsory education centres do not function properly.
- (ii) Non-official members appointed on the Committees do not take sufficient interest in the transaction of ^{the} business of the Committees.
- (iii) There is no adequate staff to check and supervise the working of the scheme.
- (iv) Accommodation has been found insufficient in many localities with the ^{result} ~~effect~~ that sufficient number of children could not be enrolled in schools.
- (v) Teachers employed in schools in compulsory areas are not qualified enough to understand the principles underlying the scheme.

The following measures have so far been ^{or will shortly be} adopted to remedy the defects noticed:- ^(to be in number)

- (a). Attendance officers ^{are in effect} have been appointed as an experimental measure in compulsory ^{areas in effect} districts to supervise the working of the scheme of compulsory elementary education. The intention of Govt. is to extend the scheme to other areas with reference to the results achieved.

At the city the
power was with
the Commissioner.

(b). Rules have been ^{framed} ~~amended~~ altering the constitution & working of Attendance ~~off~~ Committees.

(c). ^{amended} ~~Proposal to legislate for~~ penalising employers of children of school age ^{is ended}

The D.P.I. has been asked to review the whole position and to suggest ^{further} measures for remedying the defects noticed in enforcing the scheme of compulsory elementary education.

Increasing the pace of compulsion:

It has been estimated that 35 lakhs of children ^(are not attending elementary schools; and those) will have to be brought to schools within a period of 10 years.

The enrolment for each year will be at the rate of 3.5 lakhs. The cost of bringing ^{to school} the 3.5 lakhs of children will be about Rs. one crore per year, (84 lakhs recurring and 16 lakhs non-recurring) as detailed in the margin*.

The expenditure will be on a progressive scale, recurring cost at the end of the 10th year being 8.40 crores.

The non-recurring cost for the decade will be 1.60 crores.

It may be noted that this question has been raised separately at the instance of the Retrenchment and Re-organisation Committee and the matter has been marked for discussion at an informal meeting of Ministers. ^A The note has already been prepared and circulated for approval.

Training of teachers for compulsory elementary education:

To provide instruction for ^{to be} 3.5 lakhs of children ^{brought} to schools each year, about 16,000 teachers will be necessary ^{according to the D.P.I.}

The Director has estimated that the cost of training these 16,000 teachers will ^{be} involve Rs. 66.7 lakhs. The cost of training will also be progressive as in the case of compulsion, the recurring cost at the end of the 10 years being

Rs. 6.67 crores.

Taking over of elementary schools under Government:

According to the report on Public Instruction for 46-47 there are 31,975 elementary schools in the Presidency under different managements as indicated below:-

For one teacher for
Pay Rs. 450
D.A. 228
Rent 60
Contingency 18
Board & other 70
826
cost of training
one teacher =
for 16,000 teachers
1,32,160

Management.

Number of schools.

Government.	..	1,620
Municipal.	..	976
District Board	..	12,665
Panchayat	..	1,119
Aided	..	15,534
Unaided.	..	61

Total. 31,975

The number of teachers employed in these schools is 1,08,100 distributed according to managements as shown below:-

Management.

Number of teachers.

Government.	..	3273
Municipal.	..	52359
District Board	..	1894
Panchayat	..	50574
Aided	..	
Unaided.	..	108100

In the case of local board schools, the scales of pay fixed by Govt. for teachers ^{are of the} if different grades are comparatively lower than those in force for teachers in Government schools. In the case of schools under private and Panchayat managements, only grants are paid towards the salaries of teachers. If all the schools are taken over under Government all the teachers will have to be paid salaries in accordance with the scales admissible to employees of Government. The extra cost on this account will be Rs. 1.06 crore as worked out in the statement at 'A'. There is no doubt that taking over of all schools under Government management will improve the administration and efficiency of the elementary schools. The only point is ^{that} the extra cost involved is comparatively high. Although the intention of Govt. is to ensure that all teachers ^{are} paid the same scales of pay ~~in~~ irrespective of the management that employs them, it will be doubtful whether the Government will be able to implement the decision in their present financial ^{position}. In any case, the proposal to take over all elementary schools under Government is a

82
feature which ^{should} ~~can~~ be welcomed if the Provincial finances ^{would} ~~will~~ admit ^{the} ~~the~~ additional expenditure on this account.

Getting better type of people for the teaching profession and for the Inspectorate:

Perhaps the D.P.I. may be consulted on this point. Orders have recently been issued that graduates should be recruited ^{to for service} (and given training in Basic Education before they take their regular B.T. or B.Ed. ^{degree} ~~course~~). There are at present no proposals to revise the system of recruitment to the Inspectorate. (Anyhow, the Director may be asked to offer his views on the matter.)

Voluntary social service ^{system} and shift and admission to elementary schools:

These subjects were marked for discussion at an informal meeting of Ministers. Notes ^{on these subjects} (have been circulated on the subjects ^{all} to H.Ms. Copies of these notes are attached R

Shortening of school course:

The D.P.I. has remarked in another connection as follows:-

"It has been agreed to by all Educational authorities who investigated the question that permanent literacy can only be achieved with a five year course and following the recommendations of the Sub-committee of the Economic Enquiry Committee in the Madras Province in 1935 and the recommendations of the Hartog Committee, the five year course was accepted by Government as the minimum if children are not to lapse into illiteracy. This view is held to be sound and there is no need to depart from this policy. It is understood that Bombay was the only exception to favour the 4 year course at the recent Central Advisory Board of Education meeting, all other provinces favouring the 5 year course. Moreover, for the requirements of Basic Education an even longer course of 8 years has been accepted. It is, therefore, necessary to retain the 5 year course at present."

In the circumstances explained by the Director, the suggestion to reduce the school course need not be considered at all.

Publication of text books by Government.

In G.O.No.368 Edn. dated 25-2-48 the Government decided to prepare, print and publish text-books for schools and Colleges in the Province. They also decided to take up first the preparation of text books in Tamil and Telugu for Basic Education. The post, a Spl. Officer in the M.E.S. with the necessary subordinate staff was sanctioned for

P.T.O.

43
the purpose. Later in memo no: 14657 93/48-1 Edu dated 27-2-48, the D.P.I. was asked to take steps for the preparation of guide books also both for the junior and senior basic schools. In March 1948, the D.P.I. reported that before the preparation of text books and guide books for Basic Education was taken up, certain source books on 'New Education' should be made available in the regional languages to indicate both the content and treatment of the subject matter of the books proposed to be produced. He accordingly submitted proposals for the translation into Tamil and Telugu and publication as departmental publications of the following four books in the Hindi & English:-

1. Samagra Nair Talim (Hindi)
2. The latest Fed. Basic Education (English)
3. Takhi (Hindi)
4. Zakir Hussain Committee Report (English)

The Director's proposals were approved by Government in their order no: 1336 Edn A 26.5.48. The necessity for original books in basic education rather than mere translation was also in that connection impressed upon the D.P.I. The Director proposed the employment of a special staff for writing the original books in Tamil. Orders have recently been issued sanctioning the staff asked for.

^{cc} ^{26/7/48} The D.P.I. may perhaps see the note no for general remarks and with particular reference to 'P' on p. 4 ante

ⁱⁿ⁻⁴⁸ ^{26/7/48} S ^{by} ^{16/11/48} ¹⁰⁹

ETPH-40 NO.
48400/48-2 B2 Edu
26-7-48



U.O.No. 1665/48 dated 5th August 1948.

Submitted.

2. I have nothing to add to the Secretariat note as the various points raised in the H.M's note have been discussed in detail.

3. Regarding the recruitment of teachers, orders have not yet been passed by Government on the introduction of Teaching Practice as one of the diversified courses of the reorganised secondary education scheme. The proposals in respect of this course have three important advantages, viz.,

- (i) the reduction of the period of training by one year and consequent doubling of the capacity of training schools without extra cost.
- (ii) the attraction of youths to teachers' training at the high school stage itself, i.e., immediately after the III Form stage instead of their coming into training schools at later stages; and
- (iii) the higher general education standard of the teacher trained under this scheme as professional training is given side by side with general education.

4. As regards item (5) so far as the Inspectorate is concerned I would mention that in addition to the proposal which has already been approved by Government of recruiting untrained graduates below 25 years of age for the Subordinate Educational Service, ~~my~~ I have proposed to recruit untrained graduates even for the Madras Educational Service. This is still under the consideration of Government.

Similarly in their order No. Ms. 893, Edn., dated 15-4-48 Government have approved in principle the replacement of secondary grade teachers and Pandits in Government training schools by graduate teachers for language teaching.

In regard to schools not maintained by Government the improved scales of pay will no doubt attract a better type of teacher, but a further improvement

improvement has to be made if the best men and women have to join the teaching profession. The experiment which Government have approved of recruiting teachers to individual schools in select ^{Taluk} ~~schools~~ removes one great handicap from which elementary school teachers have been suffering - the danger of transfer to a distant place. The throwing open to teachers working in non-Government schools of a certain proportion of the posts of Junior Deputy Inspectors and District Educational Officers will serve to increase in a way the attractiveness of the teaching profession.

D.P.I.



To The Secretary to Government,
Education & P.H. Department.

put up for app.

11/8/48

12/8/48

14/8/48

15/8/48

The supplementary note may be circulated to all the members of the Cabinet Sub Committee. For my use the previous note circulated as well as other papers circulated to the Cabinet Sub Committee, such as scheme for social service, introduction of shift system etc., may be put up in one file and circulated to me.



1/8A

12-8/48

with enclosing have been circulated to members of Sub-committee. The file may be circulated for orders to further action.

with refs. to P or Y work

CNO 4840082/45

as
17.5.48 A complete set of the notes
circulated to members of
the cabinet sub-committee
is put up at (A). The notes
cover all the points raised
in H's minutes. It does
not seem that copies of H's
minutes on pp 1-2 + 3-4 ante
should also be circulated.
for orders.

18/8/48 S
18/8/48
H. (Mr.)

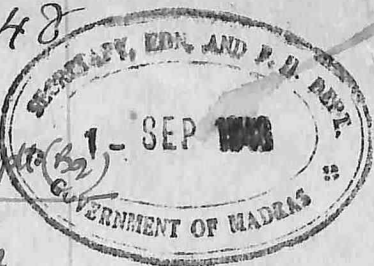
21/8/48

Not necessary. I have
the papers circulated with me.
There are some other matters on
which it may be necessary to
refer. I am thinking about
them. I shall circulate a note
later on. Now this may be
filed.

TSA

1.9.48

E. P. H. Sept 1948



These papers may be added to the

top file.

ms
18/8/48

18/8/48