

9 1/2

(T)

Edm 10410 (194-9) Department.

Edm SERIES.

G.O. NO.

929 Edm

Dated

1-4-49

mp 145-150 clg -
+++ on
mp 37-38 nf
for -
11/11/49

156

[Despatch Abstract.]

Education - Social Service - training
scheme - Bahin - Records.

Back Papers.

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

Further Papers.

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

Secretariat of the Madras Legislature.
(Assembly Section.)
13-5-47.

RESOLUTION.

SRI A. VEDARATNAM PILLAI. M.L.A.

EDUCATION AND PUBLIC HEALTH DEPARTMENT.

R.NO.6. This Assembly recommends ^{to} that the Government ^{to} should frame rules or introduce legislation if necessary to prescribe one year of free social service for all graduates in the Universities of our Province before their degrees are awarded to them.

Secretariat of the Madras Legislature,
(Assembly Section)
13-5-47. (3)

RESOLUTION.

SRI A. VEDARATNAM PILLAI, M.L.A.

EDUCATION AND PUBLIC HEALTH DEPARTMENT.

R.No.6: This Assembly recommends ^{to} that the Government ^{to} should frame rules or introduce legislation if necessary to prescribe one year of free social service for all graduates in the Universities of our Province before their degrees are awarded to them.

E.& P.H.(G.3)

(Advance copy) Circulated to H.M.(Edn.).

(Action is being taken separately on the ~~original~~ resolution).

RS
31/5/47
an
31.54

h
31.5.47
S
H
31.5.47
H. (an.)
3.647



8
21/5/47

(Action is being taken separately on the ~~initial~~ resolution).

To

✓ The Registrar, University of Madras, Madras. (with
----- copy of p. 1
----- encl
✓ The Registrar, Annamalai University, Annamalainagar. do
----- do
----- do
✓ The Registrar, Andhra University, Waltair. ----- do

Sub:- Legislative Assembly - Resolution No.6 -
by Sri A.Vedaratnam, M.L.A. - University
Degree - Award - one year free social
service to be prescribed for *before the*
award of degree.

I am directed to forward a copy of the resolution ^{proposed to be} moved by Sri A.Vedaratnam Pillai, M.L.A., and to request you to obtain and forward the views of the Syndicate ~~on the subject~~ in the matter.

108
31/547 an
3/5w

6

7/11/18-11

5

E. & P.H. (G.3)

b/p

Legislative Assembly - Resolution No.6 - by Sri A.Vedaratnam
~~xxx~~ M.L.A., - University - One year free social service
before award of ~~the~~ degrees.

Memo. No. 45224 ^{8/22} Adn., dated 4-6-1947.

P1

A copy of resolution ~~moved by Sri~~ proposed to be
moved by Sri A.Vedaratnam Pillai, M.L.A., is forwarded to the
D.P.I. ^{for} He is requested to offer his remarks at an early date.

To
The D.P.I. (with
encl. copy of l.c.f.

^{RS}
31/5/47
^{an}
31/5/47

¹⁸
31.5.47
¹⁴
26/6/47

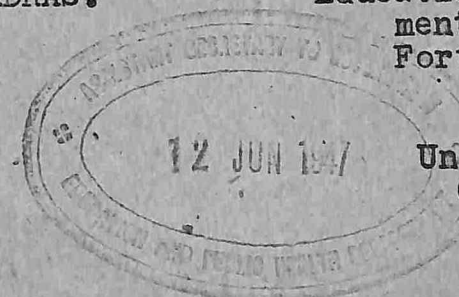
P.T.

43/180 9 6
No. A 2458

From
THE REGISTRAR,
UNIVERSITY OF MADRAS.

UNIVERSITY OF MADRAS.

To
The Secretary,
Education and Public Health Depart-
ment, Government of Madras,
Fort St. George, Madras.



University Buildings,
Chepauk, Madras,

10 JUN 1947

4915 ✓
Sir,

Sub: One year free social service before the award of degrees.
Ref: Your letter No. 45224 G3/47-1Edn. dated 4th June 1947.

I write to inform you that the Syndicate of the University will meet at the earliest on the 30th June 1947. The above matter will be placed for consideration before the Syndicate at the meeting.

R. R. Arundel
REGISTRAR.

ks/10/6/-

PS ante

EXPN (G3)

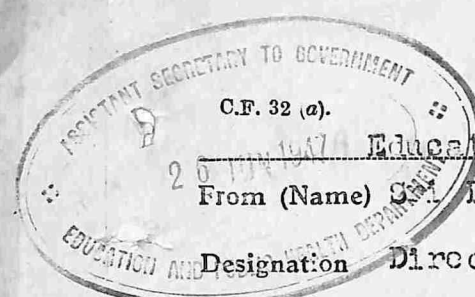
Further report from the University and the
v. replies of the Annamalai University and Andhra
university and the D.I. may be awaited till 5/7/47
19/6/47
20/6/47

10

82P2A

21P3

..2..



C.F. 32 (a).
20 JUN 1947
From (Name) S. D. G. Reddi, M.A. (Oxon.)
Designation Director of Public Instruction,
Station M a d r a s.

11 G3

7

Received _____ Registered _____
To

The Secretary to the Government
of Madras, Education and
Public Health Department,
Fort St. George, M a d r a s.

Enclosures : R. C. No. 1080-14/47. dated 23rd June 1947.

Sir,
Legislative Assembly--Resolution No. 6--Sri A. Vedarathnam
M.L.A. - University - one year compulsory social service
before award of degrees.
Reference:-Government Memo. No. 45224/43-2 Edn., dated
4.6.1947.

I have the honour to state that the Question of
introducing compulsory national service was considered by the Sub-
Committee of the Provincial Advisory Board of Education at its meet-
ing on 24th February 1947. The Committee was of the opinion that it
does not seem to be a practical proposition to consider the introduc-
tion of compulsory national service under the present conditions. I
agree with the opinion of the sub-committee.

For Director of Public Instruction.

ks. 25.6. *SV*
25/6

12

1. The first of these is the fact that the
2. second of these is the fact that the
3. third of these is the fact that the
4. fourth of these is the fact that the
5. fifth of these is the fact that the

282

To

The D.P.I. - U.⁰. (with
enclosure - copy of p.p.
2-6 ~~and~~ and 7 nf

Phig

179

pp 2-6 ref

Dep - and
with 151

24/10/20

$$\frac{a^2}{b^2}$$

3

E. & P. H. (G. 3)

Legislative Assembly Resolution - No.6 - by Sri A.

Vedaratnam Pillai, M.L.A. - University - One year compulsory social service before award of degrees.

U.O.No. 452249/9-3 Edn., dated 10-7-1947.

The D.P.I. has sent his reply to Govt. Memo. No. 45224-G3/47-

2 Edn., dated 4-6-47. A copy of the minutes of H.M.(Edn) ^{on the subject mentioned above} ~~this~~
~~recorded before the receipt of D.P.I.~~ ^{said} ~~replied~~ reply may be
communicated to the D.P.I. for remarks, if any. ~~is attached~~

urgently

ky 7w7.

$$\frac{1}{5.74}$$



15
UNIVERSITY OF MADRAS.

No. A 2931

SENATE HOUSE,
TRIPPLICANE P.O., MADRAS.

Dated 11 JUL 1947

Enclosures:

FROM

THE REGISTRAR,

University of Madras.

To

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

Sir,

Sub: Resolution proposed to be moved in the Legislative Assembly regarding one year free social service before the award of degrees.

Ref: Your letter No. 45224 G3/47-1 Education dated the 4th June 1947.

5-6964
P5 ante
A

I have the honour, by direction, to inform you that the Syndicate, at its meeting held on the 28th June 1947, considered the question under reference and resolved, that the Government be informed that the Syndicate feels that the issues involved in this resolution are so fundamental that it cannot take the responsibility of offering an opinion without consulting the other University Authorities, the Academic Council and the Senate. The Syndicate is of opinion that it would be invidious treatment if Graduates and students are singled out for such work and legislation passed to regulate their life. The Syndicate understands that even in countries where such social work has been continued for some time and organised, the law, though passed, is not yet operative.

Such a law, however, demands from all citizens a period of social service, and does not seek to discriminate between citizens of a particular age or walk of life. The problem is a very complex one and would appear to require most careful consideration.

Your obedient servant,

ks/11/7/-

REGISTRAR.

16

E-44(53)

Please see the letter from the Registrar, University of Madras, on 15 ante. with reference to A on 15 ante, the University's further report may be awaited till 10/8/47. Replies of the Registrars of the Andhra and Annamalai Universities and the letter on 15 ante, and the D.P.'s reply to the reference on 13 ante, may also be awaited till 1.8.47.

del
17/7/47
ar
18/7/47

18.7.47 sfa:

17

G3

10

48-41-5-6-41-5,000.

All official letters, packages etc. should be addressed to The Registrar by designation and not by name.

ANDHRA UNIVERSITY,
WALTAIR.

21st July 1947.

TELE { GRAMS: "UNIVERSITY," WALTAIR.
PHONE: VIZAGAPATAM No. 106.

No. CL.-3843-47

Encl.

From

THE REGISTRAR, ANDHRA UNIVERSITY.

To

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

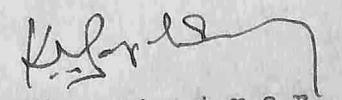
6024

Sir,

15 ante

Sub: Legislative Assembly - Res. No.6 - by Sri A. Vedaratnam Pillai, M.L.A - University - one year free social service before the award of degrees.
Ref: Your letter No.42234 G3/47-1 Edn. dated 4-6-47

I have the honour to inform you that your above letter forwarding therewith a copy of the resolution proposed to be moved by Sri A.Vedaratnam Pillai, M.L.A. will be placed before the Syndicate for its consideration ^{at} ~~and~~ its next meeting.


Registrar.

S.A.

18

E+H(63)

Please see letter from Registrar,
Andhra University on 17th ult. Further report
from the Andhra University and replies from
the other two universities and the D.P. may be
awaited till 10/8/47.

24/8
26/7/47
Ar
26/7/47

28.7.47

No. C1-3843-47

K.V. Gopalaswamy, B.A. (Oxon.)
Barrister-at-Law.

4 - AUG 1947

ANDHRA UNIVERSITY

Waltair, 29th July, 1947.

Dear Sir,

Your letter No. 42234 G-3/47-1, Edn., dated 4-6-47 forwarding a copy of resolution proposed to be moved at the next meeting of the Legislative Assembly by Sri A. Vedaratnam Pillai and requesting the views of the Syndicate thereon.

The matter came up for consideration at the last meeting of the Syndicate.

Unless details of the scheme are known, it would be difficult to form a conclusive judgment. It is impossible to favour an idea which is quite novel in its nature, before being supplied with details.

The University would like to possess information on the following points:

1. Is this scheme to be conscription or a matter of choice by the candidates?
2. If conscription, would any allowances be paid or other remuneration, if so, how much?
3. Who would determine to what Schools they should go and what Travelling and Daily allowance would be paid?
4. Who will assign them to the particular Schools and classes and how will continuity of teaching be secured?
5. The different Universities publish results at different periods and what would be the term of service, which is called one year?
6. Would it be possible to get the kind of teaching that would appeal to the students under compulsion? After all teaching is a matter of the heart no less than of the head.
7. How is Social Service going to be promoted under compulsion? It won't be service; it would be calculation.
8. Would the following categories of graduates be involved under the scheme?
 - (a) Honours or other Graduates desiring to take Post-Graduate courses or pursue research.
 - (b) Graduates of the Law College, Engineering, Medical, Veterinary, Training and other Professional Colleges.
9. What arrangements would be made to provide them with residences in the different places?
10. What would be their relation to the teachers in actual service, if appointed to schools where there is already a regular cadre of teachers; or would they be sent to new Schools only.
11. How about the Girl graduates? Would they also be required to undertake this service.

12. Would not, without proper residences and other facilities for a safe-guarded life, these intrusions of the youth into villages lead to complications of an undesirable nature?

13. Or is it that the scheme is intended only for evening lectures to adults after their hours of labour, on matters of general cultural interest like Geography and some utilitarian subjects like Hygiene?

These are only general issues to serve as a basis of consideration and discussion.

Under the circumstances, the Syndicate of the Andhra University, while it has always favoured the spirit of Social service philanthropy say such as has been organised in the Queen Mary's College at Madras, cannot see its way to give its approval to the present resolution. The resolution itself is defectively worded. It talks of 'graduates' who have to be compelled to undergo Social Service before they are given degrees. If "before", they are not graduates. What is probably meant is candidates that have passed their Examinations.

How about the failed men, many of whom prefer to stay away from Colleges and appear as private candidates?

It is the duty of all to inculcate the spirit of service by precept and example. But whether it could be promoted by what looks like the easy short-cut of compulsion, but which is really a path bristling with difficulties, must be gone into carefully.

Yours truly,

K. S. Srinivasan
Registrar.

CR.

To

M.V. Subrahmaniam Esq., I.C.S.,
Secretary to Government,
Education & Public Health Department,
Fort St. George, MADRAS 9.



No. 4220
From 8/8

ANNAMALAI UNIVERSITY

6th August, 1947

THE REGISTRAR,
ANNAMALAI UNIVERSITY
ANNAMALAINGAR



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

Sir,

Sub: Resolution by Sri A. Vedaratnam, M.L.A. - one year
free social service before award of degree.

In reply to your letter No. 42224 G3/47-1 Edn. d. 4-6-47,
I have, by direction, to state that the Syndicate felt that the
University cannot compel such social service as a condition pre-
cedent to the award of degrees.

[Signature]
Ag. Registrar.

U.O.Reply No.1080-E/47

Office of the
Director of Public Instruction
M a d r a s, 25th August 1947



SUB:- Legislative Assembly Resolution - No.6 - By Sri A. Vedaratnam
Pillai, M.L.A. - University - One year compulsory social
service before award of degrees - Minutes of the Hon'ble
Minister (Education) thereon - Remarks - Submitting.

REF:- Government E. & P.H. Department U.O.Note No.45224 G3/47-3,
Education, dated 10-7-1947.

69099

training for a month or two cannot turn a raw graduate into an efficient teacher, capable of doing any useful work in any school, elementary or secondary, especially when he is working under a sense of compulsion. Far from doing any useful teaching work and developing a spirit of social service and self-sacrifice, a conscripted teacher on a rate of wages lower than that of an elementary grade teacher may turn out to be a focus of discontent and a source of agitation in the school where he is supposed to be rendering social service and shaping into a public spirited citizen. The prospect of preferential treatment in the matter of appointment to public service at the end of the period of compulsory social service may not completely reconcile him to the enforced national service nor foster in him a passion for social service. The employment of unwilling and untrained graduates as teachers in elementary and secondary schools is of doubtful benefit to the State, as such teachers are not worth the stipend they are paid, though they themselves are sure to look upon Rs.25/- as a pittance. So, conscription of graduates for social service as only teachers seems very undesirable, as the principle of conscription may be applied with advantage to other fields of national service, such as rural reconstruction work, etc. If conscription is applied to all professions and services the question may assume a different aspect.

2. I would like also to say that the proposal is one which the Government of India should tackle on an all-India basis. If only this Province were to take up the step of passing legislation that all universities in this Province

ANNAMALAI UNIVERSITY

THE REGISTRAR
ANNAMALAI UNIVERSITY
ANNAMALAINAGAR



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

Sub: Resolution by Sri A. Vedaratnam, M.L.A. - One year
free social service before award of degrees.

In reply to your letter No.45224 G3/47-1 dated 10-7-47,
I have, by direction, to state that the Syndicate felt that the
University cannot compel such social service as a condition pre-
cedent to the award of degrees.

2.

Candidates

should grant degrees only after they have put in one year of free social service, our boys and girls will be distinctly under a disadvantage in comparison with those of other Provinces which have not passed such a legislation. Secondly, before legislation like this is passed, the Universities of the Province will first have to be consulted as to their views. The Universities are likely to be as conservative as the Provincial Advisory Board. So long as the Universities are autonomous bodies they can only be persuaded by public opinion to take up the proposal. Thirdly, I feel that Rs.25 is too little a stipend. In these days when prices of articles of food have gone up tremendously I feel that it will be necessary to increase the stipend to at least Rs.1-8-0 per day or Rs.45/- per mensem if the proposal is to succeed in getting persons to do this social service.

S. R. S. S. S.

Director of Public Instruction,
Madras.

To
The Secretary to Government
Edn. & Pub. Health Department
Fort St. George, MADRAS

D.O. No. A/6206
XV-1147-47



Council House, U.P.,
Lucknow.

Dated August 26, 1947.

My dear Avinashlingamji,

Will you please refer to your D.O. letter, dated July 7, 1947?

Mr. received in Section

2. The scheme of Social Service in the United Provinces is based on an old note of mine, a copy of which I enclose for your information. The Provincial Government have adopted the scheme referred to in that note in a limited form mainly on financial grounds, and for the present it will be applicable in an obligatory form to all those graduates (men) who desire to enter service under the Provincial Government, local bodies and institutions aided and recognised by Government, and who seek admission to technical or training institutions recognised by Government, the minimum educational qualification for recruitment or admission to which is a Bachelor's degree. A general outline of the scheme is given in Government Communique No. A/6021/XV-1208-46, dated July 10, 1947 (copy enclosed). A sum of Rs.5,57,000/- recurring and Rs. 1,00,000/- non-recurring has been provided in the budget for the current financial year for financing the scheme. ~~I shall send you a copy of the approved syllabus as soon as it is received from the Press.~~

P43 infra

3. As stated in the Communique, the scheme will be run under the supervision of a whole-time Director of Social Service, who has been appointed on Rs.600/- per mensem in the senior scale of the Provincial Educational Service: (Rs.500-50-1200p.m.). A list of other important posts just sanctioned for running the Social Service camps is also enclosed. Efforts are being made to start the scheme from December 1, 1947. The detailed syllabus of the prescribed courses of training is under print and I will send copies thereof as soon as printed

P45 infra



28

(16)

copies are received from the Press.

It is very much regretted that a reply to your letter could not be sent earlier as the final decision about the details of staff etc. was taken only a few days ago.

Yours sincerely,

Sampurnanand
(Sampurnanand)

The Hon'ble T.S.Avinashlingamji,
Minister of Education,
Government of Madras,
Fort St. George,
Madras.



31 (17)
Conscription of youth.

I shall try to give an idea of what I mean by conscription of youth which is, perhaps, not a very happy term; at any rate I should have no objection to replace it by another which avoids the unattractive associations of the word "conscription" and restricts itself to educated young men, for this is the class I have in mind at present when speaking of youth. I visualise the expansion of the scheme ultimately to cover all young men of a certain age, but that stage will be reached some time after the work has been taken in hand.

The essence of the idea is that every youngman between the ages of 17 and 21 who has passed the High School or other examination prescribed by the Government for this purpose shall render one year's free service to the community. I have in mind the Admission Examination of the ~~Banaras~~ ^{Banaras} and Aligarh Universities, the Madhyama examination in Sanskrit and the corresponding Departmental Examination in Arabic, the Visharad of the Hindi Sahitya Sammelan and the V.T.C. examination of the ~~XXX~~ Education Department. It goes without saying that the maintenance of these men during the period of service shall be a charge on the public funds. Any age disqualification for public service incurred because of engagement in this work shall be condoned.

In asking a young man who has received his education to a very large extent at the public expense and expects society in a hundred ways, to contribute to his well-being and happiness, we are not making any unconscionable demand. And as a description of my proposal will show, in serving society he will be serving himself no less; while the community as a whole, and he himself as a member of it, will be the better for the work done by him, he will be training himself the better to discharge the duties not only of a good citizen but of a successful householder and bread-winner. The period of service, therefore, will be a period of practical education,

an

an extension of the school into the camp and the countryside. I have every hope that if the proper approach is made, there will be a very enthusiastic response from our youngmen.

The word "conscription" implies compulsion and I do not contemplate the imposition of an indirect sanction. While trusting to the full to offers of voluntary enlistment, it is necessary to guard against the scheme falling through by reasons of a poor response at the beginning due to failure to recognise its advantages in full. I propose, therefore, that the Govt. should notify that, after the date on which the scheme comes officially into force, no one who does not possess a certificate to the effect that he has put in the necessary period of national service shall be eligible for permanent employment under the Government and Local Self-Governing bodies or institutions like Universities, Colleges and Schools aided or recognised by the Government. A similar disqualification will apply to admission as a student in any professional training institution. Those already in service on probation, shall be given time to qualify themselves, retaining their liens on their posts during training. In this way, a sufficiently large nucleus will be established which, I have no doubt, will gather a large number of others who have no intention of taking up service or entering a profession which requires a licentiate's certificate. The young man will be drawn to the scheme by its own merits; the sanctions should prove an incentive to the timid and overcautious parent.

For the sake of convenience, the province should be divided into a number of circles. A circle should correspond, roughly to the area at present, under the jurisdiction of an Inspector of Schools. Each camp will have to be ~~very~~ large enough to accommodate the estimated number of eligible young men in the circle. Common messing, of course, keeping in mind the necessary separation of the vegetarian kitchen from

the

The practical programme which will occupy the next eight months is the actual national service part of the scheme. Looking to the needs of the Province, my opinion is that for the next few years, it should be divided into two sections of two months each and a third section of 4 months. This part of the work needs very careful planning which must be complete in every detail, at least a couple of months before the work actually starts and its operations should be systematically spread over the whole area so that every district should get the benefit from them in ^{turn} term and it must be emphasized that physical training, drill and military exercise should continue with necessary modifications during this period as well.

The first period of the two months should be devoted ~~to~~ entirely to manual labour whether it be the digging of a canal, the building of an embankment, the repairing of an existing road or the making of a new one. The planning of the work must be done by the Public Works Department, which will also supervise its execution in consultation with the officers of the camp. All the heavy work must be done by the youngman. Instead of being treated as soft milksops, they should be made to feel a pride ⁱⁿ ~~a~~ bodily labour. The next period of two months will be taken up with the Agricultural Department. The nature of the work will depend on the season selected, it may be preparing the ground, ploughing and sowing in one case and harvesting, winnowing and stacking the grain, in another. There will be subsidiary work like trenching, digging manure pits, planning hedges and orchards, cleaning wells or draining tanks. It must clearly be understood that this work is not to be done on Government Farms but under the actual conditions of rural life, in villages, on the fields of the cultivators. The cadets will be so many labourers, demanding no wages, but working under the instructions of their masters, the actual cultivators. And care will have to be taken that they do not, while so

working

working, take away the bread of village farm labourers. The aim should, rather, be to give them a thorough first-hand knowledge of village life and to help the villager in improving his surroundings and his methods of work.

The last period of 4 months should be devoted, in cooperation with the Education Expansion Department, to intensive adult literary work. Four months should suffice to make an intelligent adult literate, in the limited sense in ~~which~~ which the department technically uses the word.

This brief outline should make clear the idea underlying the scheme. At the end of the year, the young cadet will be, in every way, a better man and citizen : his sympathies will be wider and deeper, he will have a keener appreciation of the needs and the difficulties, the hopes and the fears of his countrymen, and his patriotism will have a more solid basis than mere youthful sentimentality. The training he will have received here will be of invaluable help to him all through life. Incidentally the material and cultural benefit conferred on the countryside will be no mean achievement.

The numbers seeking admission should steadily increase and after a few years, say five, it will, probably be found impossible to extend this kind of conscription to all youngmen whether they possess the educational qualifications laid down at the beginning or not. It should even be possible to extend it to women. The sole reason why I have left out women in the beginning is that I cannot just now think of any suitable sanctions, in case the scheme fails to evoke a satisfactory voluntary response.

It would be desirable to lay down that those who pass through the period of training should be called up every year for three days camp, so that they may not get out of form. This should continue till they reach the age of say 40.

It is not necessary for me to dilate upon the potentialities for good which the scheme contains. They should be

Social Service for one year for graduates before their degrees are awarded to them.

This is with reference to the Resolution given notice of by Sri A. Vedarathnam Pillai, M.L.A., for the coming session of the Legislative Assembly. The Resolution is as follows:--

"This Assembly recommends to the Government to introduce legislation to prescribe one year of free social service for all graduates in the Universities of our Province before their degrees are awarded to them."

The opinions of the three Universities have been received on the subject. The Madras University states that the Syndicate is of opinion that it would be invidious treatment if graduates and students are singled out for such social service. They admit that there are certain regulations in other countries which compel such social service but before coming to the conclusion, the Syndicate would like to consult the other Universities in the matter. The Andhra University, while favouring the spirit of social service, is not able to give its approval to the present Resolution. The Annamalai University is not for imposing social service as a condition precedent to the award of degrees. This matter has been examined by other Governments in this country. The U.P. Govt. have also tackled this matter of compelling certain young men to do one year's social service. It has happened in other countries. In England, under the present Education Act, one year of compulsory National Service - Military Service - has been provided for. I understand that in certain other countries also this exists and if that is so, I do not see any reason why it should not be done in India especially as the higher education given in this country is mainly met by tax on the poorest of our people. In fact, compelling one year of National Service from students will be a great experience for the students themselves and may be insisted upon as part of education which will really fit them in with life and bring them into contact with the common men and women of this great country. Mahatma Gandhi has been advocating it for many many years and I do not see any reason why it should not be done now. There is a great deal of enthusiasm in the country just now, and if we want to do it this will be the most suitable and psychological time.

working, take away the bread of village farm labourers. The
the village, and, further, be to give them a thorough first-hand
knowledge of village life and to help the village in improving
its surroundings and its methods of work.

The last period of a month should be devoted to
cooperation with the Education Commission, to inter-
view some of the village workers. From this time onwards to
make an intelligent and useful citizen, in the limited sense in
which the department technically uses the word.

This brief outline should make clear the idea underlying
the scheme. At the end of the year, the young men will be
in every way, a better man and citizen: his sympathies will
be wider and deeper, he will have a keener appreciation of the
needs and the difficulties, the hopes and the fears of his
countrymen, and his patriotism will have a more solid basis
than mere sentimentalism. The training he will
have received here will be of invaluable help to him in all through
life. Intellectually and morally and only real benefits conferred
on the country will be his own achievement.

The training scheme should be a continuous one
and last a few years, say three, to five, gradually to form
impossible to extend this kind of cooperation to all villages
wherever they possess the essential qualifications for this work
at the beginning of the year. It should be possible to
extend it to women. The sole reason why I have left out women
in the beginning is that I cannot just think of any suitable
work for them in the scheme. For a woman to be a village
worker, she must be a village worker.

It would be desirable to have some kind of
training for women in the village. It is not possible to have
for three years, as that would mean that they would be out of
this world for the first three years of their life. It is not
possible to have a training scheme for women in the village.

apparent to any one who takes the trouble to think over the
problem, ^{now} have I worked out the financial aspect of the
matter. Financial considerations should not stand in the
way of our accepting the scheme if it seems desirable on its
merits. Money must and can be found for the purpose. It
would be perfectly justifiable to look upon it as an invest-
ment which will bring incalculable profits in the form of
material prosperity, better living conditions, and enriched
life. I have also purposely avoided entering into adminis-
trative details. My personal view is that implementing
the scheme should be the function of a department under the
Ministry of Education.

sd/ Sampurnanand
6.5.46
Jk.

.....

There is another very good reason why it is necessary that we should resort to it just now. Elementary, secondary and adult education has become a vital matter especially in view of the coming adult suffrage. The progress that we have been making in extending elementary education, has not been very satisfactory mainly for grounds of finance and on grounds of non-availability of teachers. In these circumstances, it is necessary that we should conscript men for such essential social services as these. If England can prescribe under legislation one year of National Service, I do not see any reason why we should not prescribe this one year of social service by way of educational service or otherwise. Objection has been taken that this one year of service may not be given to all graduates but may be made more voluntary. Even in the U.P. Govt. Scheme, every student is not compelled to undergo service but everybody who wants to aspire for Govt. service must undergo this social service. Their wording is as follows:-

"No one who has not put in one year's social service according to the scheme drawn up by the Education Dept., will be eligible for service in any Govt. or local body institutions or institutions aided or recognised by the Govt. or for admission to training or technical institutions recognised or maintained by Govt."

This, to a certain extent, takes off the sting of compulsion at the University stage.

In view of the paucity of workers in the field of education as well as other similarly situated social services, I think it is incumbent upon us to prescribe some such qualification for Govt. service. This to a great extent, will also infuse a spirit of service in the minds of young men who are to be recruited for Govt. service and will result in raising the mental make-up of those who seek Govt. service. The question to be decided by the Cabinet is:

- (a) Whether the Resolution may be accepted and one year of social service prescribed for all graduates in the Universities of our province; or,
- (b) Whether one year of social service may be prescribed only for those who seek employment in services under the Govt. or local boards or under aided institutions as founded in the Resolution of the U.P. Govt., or
- (c) Whether the Resolution may be negatived.

Sa.T.S.A.
H.M. (Edn.)
20/8/47.

Social Service for one year for graduates.

With regard to the remarks of H.M. Finance and H.P.M. above, I wish they had seen my notes above as well as the scheme obtaining in U.P. enclosed along with. I had expected to furnish a detailed scheme after the necessary public opinion is created by passing the resolution in the Legislative Assembly. But it is also a good suggestion that a scheme may be prepared. I have thought over the matter for sometime and discussed it with friends. The following may be adopted as a tentative scheme.

To arrange for the social service and the requisite training for all graduates will be a very great work and the cost of it will be tremendous and will go into many lakhs. The organisation necessary for such a service will also be very great. I think it is better if we go step by step even as the U.P. Govt. has suggested. For the present we may confine social service to those who want to enter Govt. service or service of Local Boards or aided institutions.

The varieties of social service which these candidates may be made to serve must of a sort of training in which a large amount of specialised training will have to be necessary and when necessary 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 are six.

- (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, it is necessary that we should frame

GOVERNMENT OF THE UNITED PROVINCES

No. A-6021/XV-1208-46
EDUCATION (A) DEPARTMENT
COMMUNIQUE

Dated Lucknow, July 10, 1947

It is notified for general information that the Governor has been pleased to decide that, with effect from January 2, 1949, no graduate (man) who has not obtained a diploma in Social Service awarded by Government, will ordinarily be eligible for recruitment to service under Government, or local bodies, or aided or recognised institutions, or for admission to technical or training institutions recognised by Government, the educational qualification for recruitment or admission to which is a Bachelor's degree or any other degree recognised by Government as equivalent thereto.

2. This diploma will be granted to those undertaking successfully the course of training under the Social Service scheme. This scheme is designed to train up the young men of the province in the duties of responsible citizenship in a democratic and co-operative community and to harness the energy and enthusiasm of youth for constructive and patriotic work. The scheme is intended to broaden youngmen's sympathies to enlarge their practical experience of life under usually unfamiliar conditions, to afford them opportunities of studying at first hand the problems of our countryside, to make them conscious of the dignity of manual labour and tasks, which though humble, are essential to a varied life, to improve their general bodily fitness, to impart to them knowledge which will make their environment readily intelligible to them without burdening their minds with useless details and above all to make them aware of their rich heritage and to serve as architects of the future. It is proposed that the period of service under the scheme should be approximately one year. During this period, the board, lodging and other incidental

expenses of the cadets will be borne by the Government.

3. The training will fall broadly into two divisions—Instructional and Practical. The first will include both physical and cultural training. The scope of the physical training will be wide enough to include scouting and first aid, riding, cycling, swimming, driving a motor car, simple infantry drill, target practice, lathi practice, etc. The cultural course will consist of lectures by educationists and scholars on a wide range of subjects, such as history (Indian and outside), art, general science, agriculture, elementary principles of Law, Indian economics, the Tenancy Law, labour and industry in the province, etc. etc. The practical training will be devoted entirely to manual labour which may consist of the digging of a canal, the building of an embankment, the repairing of an existing road, or the making of a new one. It may also include useful training in agriculture and in adult literacy work to be undertaken in collaboration with the education expansion scheme of the department. It is proposed to set up one or more camps on suitable sites in healthy rural areas adjoining towns as far as possible, providing reasonable facilities for the accommodation of the young cadets under training under a responsible Director of Social Service, assisted by a competent supervisory and other qualified staff.

4. Details of the scheme are being worked out and will be announced shortly.

5. Government are confident that young men with their eagerness to serve and patriotic ideals will respond gladly to this call to them to discharge their social obligations and give of their best to the realisation of the aims in views.

By order,
A. N. SAPRU,
Secretary.

No. A-6021 (1)/XV-1208-46.

COPY forwarded to the Information Department Date for being released to the Press immediately.
COPY also forwarded to all other departments of the Secretariat for information and necessary action.
COPY also forwarded to all Heads of Departments, Principal Heads of offices and the District Magistrates, United Provinces.

COPY also forwarded to the Director of Social Service, United Provinces, Lucknow, for information and necessary action.

COPY also forwarded to all Chairmen of Municipal Boards, District Boards, Education Committees of District Boards, Notified Area Committees and Town Area Committees, United Provinces, for information and necessary action.

COPY also forwarded to the Superintendent, Printing and Stationery, United Provinces, Allahabad, for publication in the Government Gazette.

By order,
A. N. SAPRU,
Secretary.

45
Statement showing details of staff sanction^{ed} for running
the Social Service Training Camp.

-
- (1) Camp Commandant, One @ Rs. 460/- per mensem in the junior scale of the Provincial Educational Service (Rs. 250-25-400-EB-30-700-EB-50-850 per mensem).
 - (2) Battalion Commanders : Three at Rs. 300/- per mensem each in the above scale.
 - (3) One Adjutant and one Quarter master at Rs. 250/- per mensem each in the scale of Rs. 250-25-500 per mensem.
 - (4) Nine Company Commanders @ Rs. 200/- per mensem each in the scale of Rs. 200-10-250-EB-10-310-EB-14-450.
 - (5) Twenty seven Platoon Commanders at Rs. 120 per mensem each in the scale of Rs. 120-8-200-EB-10-300 per mensem.
 - (6) One Medical Officer and one Assistant Medical Officer in the scales of pay of Rs. 250-25-400-EB-30-700-EB-50-850, and Rs. 200-10-250-EB-10-310-EB-14-450 respectively.

NOTE : In addition to the above there will be a number of compounders and male nurses, a motor mechanic-cum-Instructor, motor instructors, cleaners etc. etc.

84
.....

NOTES FOR THE CABINET

Social Service for one year for graduates.

With regard to the remarks of H.M. Dines and H.P.M. above, I wish they had seen my notes as well as the scheme.

obtaining in U.P. enclosed along with. I had expected to furnish a detailed scheme after the necessary public opinion is created by passing the resolution in the Legislative Assembly. But it is also a good suggestion that a scheme may be prepared. I have thought over the matter for sometime and discussed it with friends. The following may be adopted as a tentative scheme.

To arrange for the social service and the requisite training for all graduates will be a very great work and the cost of it will be tremendous and will go into many lakhs. The organization necessary for such a service will also be very great. I think it is better to go step by step even as the U.P. Govt. has suggested. For the present we may confine social service to those who want to enter Govt. service or service of local boards or other institutions.

The variation of social service which these candidates may be made to serve must be of a sort of training in which a large amount of specialized training will have to be necessary and when necessary we must be able to provide for that training in a small scale and in a short period. Viewed from these standpoints the social service which are urgent and necessary and to which these candidates should be trained are six.

(1) Rural Uplift work
(2) Elementary Education
(3) Secondary Education
(4) Adult Education
(5) Library work
(6) Technical Education

(7) Industrial Education
(8) Social Service - such as

or for a period, it is necessary that we should have

a syllabus, well as the ways in which we can put these people into good use. That will be done in consultation with the rural uplift department.

For service in elementary schools already untrained teachers are allowed. It is possible for the Department to give these candidates a short training of 2 to 3 weeks in which the elements of teaching may be taught to them. Candidates qualified upto 6th form may be allotted for elementary schools and candidates who have studied above VI Form, graduates or under-graduates, may be allowed to serve in High Schools.

In view of the fact that there is a large dearth of teachers and because of the dearth of teachers, we are not able to open as many schools as we would like, this will prove greatly useful in this direction.

Especially in view of adult suffrage, the matter of adult education has become much more important today 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.

Now comes the matter of finance. It will be necessary to appoint one officer atleast of the cadre of senior Dy. Inspr. of Schools to organise these classes as well as to distribute these candidates in these various centres. The senior Dy. Inspr. 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 Dt. Educational Officer's grade. He must be able to organise the whole work throughout the Province.

...well as the ways in which we can put these people
...will be done in consultation with the ...
...institutions.

For services in elementary schools already maintained
...allowed. It is possible for the Department to give

...a short training of 2 to 3 weeks in which the
...Candidates qualified

...may be allotted for elementary schools and candidates
...who have studied above VI Form, graduates or under-graduates, may

...to serve in High Schools.

In view of the fact that there is a large dearth of teachers
...and because of the dearth of teachers, we are not able to open as

many schools as we would like, this will prove greatly useful in
this direction.

Especially in view of adult education, the matter of adult
education has become much more important today than before. I have

in 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

city and for this also these candidates will be immensely
useful.

Now comes the matter of finance. It will be necessary
to appoint one officer at least of the rank of Junior Dy. Insp.

to coordinate these classes as well as to distribute
the candidates in these various centres. The senior Dy. Insp.

is usually of the first grade among the I.A.s. viz.,
1st to 3rd. The Assistant to the Director of Public Instruction

is necessary to carry on this work in the Director's office.
...of a Junior Director's grade or senior Dy. Insp.

...he must be able to organize the whole work
...the ...

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 U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. service is Rs.85/- ^{+ dearness allowance Rs.18} and the starting salary for School Finals in Govt. service is about Rs.45/- ⁺¹⁸ and so, the Govt. by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. 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 Govt. 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, Govt. 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 Rs.7,20,000/- in the first item and Rs.15,00,000 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 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.

TSA
9.9.47

Extract from Commerce, 21 June, 1947.

COMPULSORY SOCIAL SERVICE IN U.P.

Scheme to start in September.

---:000:--

"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 recognised by the Government, or for admission to training or technical institutions recognised or maintained by the Government". Thus observed the Hon'ble Sri Sampurnanand, Minister for Education and Finance, U.P. Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the U.P. 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 Provincial universities, at least 1,500 will come up for training. Next year, under-graduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organising the scheme, a new post - Director of Social Services - has been created and the appointment also has been made.

These candidates, whose services we consider must also be maintained. A sort of a living maintenance allowance must be given to them. That is the scheme of the U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. service is Rs.85/- and the starting salary for School Teachers in Govt. service is about Rs.45/- and so, the Govt. by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. Graduates will act as substitutes for those who receive Rs.85-105 and the others will act as substitutes for those who will receive a pay of Rs.45/- to Rs.90/- and so the Govt. 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, Govt. will roughly save Rs.50/- per graduate and Rs.25/- per school child. Roughly about 1,000 graduates and 5,000 school children may come into this scheme. This will result in a saving of Rs.7,50,000/- in the first year and Rs.15,00,000 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 State and bring them into direct touch with the people. Considering from all angles, this is a scheme which is worth attempting and I have no doubt it will greatly benefit the country.

18A
U.P.P.

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 sq.miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be sub-divided 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 U.T.C. will be utilised, 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 contracts 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 P.W.D. will lend its services to the trainees in the task of constructing kutcha 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 pick-axe, 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. Sampurananand 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 today. 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 today.

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 organisations 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 ~~some~~ succeed.

1990-1991 1991-1992 1992-1993 1993-1994 1994-1995

62

MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT ST. GEORGE ON WED-
NESDAY THE 10th SEPTEMBER, 1947.

63 33

The Hon'ble the Prime Minister presided.

PRESENT:

The Hon'ble Dr. P. Subbarayan.
The Hon'ble Dr. T.S.S. Rajan..
The Hon'ble Sri M. Bhaktavatsalam.
The Hon'ble Sri B. Gopala Reddi.
The Hon'ble Mr. Daniel Thomas.
The Hon'ble Sri H. Sitarama Reddi.
The Hon'ble Sri K. Chandramouli.
The Hon'ble Sri T.S. Avinashilingam.
The Hon'ble Sri K. Madhava Menon.
The Hon'ble Sri Kala Venkata Rao.
The Hon'ble Sri A.B. Shetty.
The Hon'ble Sri V. Kurmayya.

AGENDA:

**Legislative Assembly Resolution - Introduction of Legislation
prescribing one year's social service to graduates before
their degrees are awarded to them - Attitude of Government.**

(Note.- Although this was omitted from the Agenda, the subject was
considered by the Cabinet).

ORDER :-

The mover will be asked to withdraw the resolution.

In the meantime the Education Minister will prepare ^a complete and
a comprehensive scheme.

Sd/- O.P. Ramaswamy Reddiar.

E. & P.H. Dept.



65
SCHEME FOR SOCIAL SERVICE.

(34)

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 Govt. 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 wellnigh 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 Govts. have tackled this question and the United Provinces Govt. also have come forward to insist upon a year of social service on all those who aspire for posts in Govt. 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 ~~of~~ 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 ~~and because of the 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 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 today 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.

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.

I was also told that in the present circumstances we should not make this qualification of Social Service an essential qualification for service in Govt. 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 Govt. 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 Govt. and Local Boards, their suggestion also may be tried for a short period of time, say 3 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 Senior Dy. Insp. of Schools with the necessary clerical staff to organise these classes as well as to distribute these candidates in these various centres. The Senior Dy. Insp. 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 Dt. Educational Officer's grade. He must be able to organise 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 U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. 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 Govt., by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. 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 Govt. 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, Govt. 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 Govt., this has got a great advantage of giving practical experience to those who want to take service under

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.

TSA
13-9-47
Minister for Education.

Extract from Commerce, 21 June, 1947.

COMPULSORY SOCIAL SERVICE IN U.P.

Scheme to start in September.

"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 recognised by the Government, or for admission to training or technical institutions recognised or maintained by the Government". Thus observed the Hon'ble Sri Sampurnanand, Minister for Education and Finance, U.P. Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the U.P. 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, under-graduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organising 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 sq. miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be sub-divided 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 U.T.C. will be utilised, 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 P.W.D. 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. Sampurananand 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 today. 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 today.

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 organisations 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.

73

TELEPHONE: 4 5 4 6 8
TELEGRAPH: FERNSTALK

TATA INSTITUTE OF SOCIAL SCIENCES
BYCULLA, BOMBAY

DR. J. M. KUMARAPPA
DIRECTOR

25 July 1947

The Hon'ble Mr. Avinashalingam Chettiar,
Minister for Education,
Government of Madras,
Fort St. George,
Madras.

Dear Mr. Avinashalingam Chettiar:

Your letter of July the 8th was duly received. I too have heard that some efforts are being made in Europe and elsewhere to utilise students for local services, but I do not have any definite information.

At the last Inter-Asian Relations Conference, a Jewish Representative from Palestine stated that students after their school leaving examination are required to give a year for constructive social work and only after that the certificate is awarded to them. Withholding of the certificate makes it impossible for the student to enter any other institution. Thus service is ensured. If you write to Dr. Bonne, P.O.B. 7041, Jerusalem, Palestine regarding this arrangement and the nature of the work all students carry out for a period of one year, you may be able to get the information you desire.

The material we have deals mainly with organised social work and the idea of engaging students in social services being a new development, we do not have any literature on the subject.

With kind regards, I am,

Sincerely yours,

J. M. Kumarappa

24
Secy., E. & P. H.

Please put up the social service file

25
12-9
H.M. Edg.

Dear Dr. Bonne,

73979
I understand that, in Palestine, students after their school leaving examination are required to give a year for constructive social work and only after that the certificates are awarded to them. Withholding of the certificates makes it impossible for the students to enter any other institutions. Dr. J.M. Kumarappa, Director of Tata Institute of Social Sciences, ~~max~~ Bombay, ^{tells} has told me that he got this information ^{from you} during the last Inter-Asian Relations Conference. I shall be glad if you can kindly give us details of the scheme of your social service work and the conditions under which you ^{compel} students to give one year of social service.

Expecting your early reply.

Thanking you,

Yours sincerely,

To
Dr. Bonne,

P.O.B. 7041,

Jerusalem.

Hon'ble Sri K.Chandramouli,
Minister for Local Administration



Fort St. George,
26th September 1947.

My dear Avinasilingam Chettiar,

I have gone through your scheme for organising Social Service and have the following suggestions to make.

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.

Yours sincerely,

K. S. A. Chettiar
26/9

To the Hon'ble Sri T.S.Avinasilingam Chettiar,
Minister for Education.

Dr. T.S.S. Rajan



41 79
Fort St. George,
27th Sept. 47

My dear Avinashalingam Chettiar,

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.

Yours sincerely,

The Hon'ble Sri T.A. Avinashalingam Chettiar,
Minister for Education.

Pl. see the last page of this note

for Mr. Agri's

opinions.

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 Govt. 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 wellnigh 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 Govts. have tackled this question and the United Provinces Govt. also have come forward to insist upon a year of social service on all those who aspire for posts in Govt. 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~~ 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 those 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 ~~and because of the 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 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 today 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.

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.

I was also told that in the present circumstances we should not make this qualification of Social Service an essential qualification for service in Govt. 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 Govt. service and for service in Local Boards and aided schools. But if other Ministers are of opinion

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 organisations 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.

85
Extract from Commerce, 21 June, 1947.

COMPULSORY SOCIAL SERVICE IN U.P.

Scheme to start in September.
:::

"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 recognised by the Government, or for admission to training or technical institutions recognised or maintained by the Government". Thus observed the Hon'ble Sri Sampurnanand, Minister for Education and Finance, U.P. Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the U.P. 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, under-graduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organising 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 sq. miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be sub-divided 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 U.T.C. will be utilised, 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 P.W.D. 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 pick-axe, 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. Sampurananand 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 today. 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 today.

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.

W.H.M. (Ed.)

13-9-47

Minister for Education.

I think H.M. (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 H.M. (Ed.) such as, Harijan uplift and welfare
 - (a) Agriculture
 - (b) Improvement of live-stock
 - (c) Rural Sanitation
 - (d) Fieldwork required for Engineering draughtman
 - (e) Clerical work in any department
 - (f) General Populace.
- (2) A Director of Social Welfare should be in charge of the work
- (3) Applications should be called for from Graduates, Secondary passed people or people with only Oriental diplomas should also be invited.
- (4) To make it attractive, one year course in any of the subjects ^{should} ~~will~~ get preference for any appointment under the Govt. or Govt. 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. *K.M. 29/9*

that this should be only as an additional qualification qualifying them for service in Govt. and Local Boards, their suggestion also may be tried for a short period of time, say 3 years, before taking further steps.

Now comes the matter of finance. It will be necessary to appoint one officer atleast of the cadre of Senior Dy. Insp. of Schools with the necessary clerical staff to organise these classes as well as to distribute these candidates in these various centres. The Senior Dy. Insp. 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 Dt. Educational Officer's grade. He must be able to organise 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 U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. 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 Govt., by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. 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 Govt. 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, Govt. 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 Govt., this has got a great advantage of giving practical experience to those who want to take service under

Special.

Note to P.A. to H.M.

A note on 'Scheme for Social Service' prepared by H.M. Education was circulated to all H.Ms. on 27-9-47 for opinions. A reminder was also sent subsequently. The opinion of H.M. has not yet been received. You are requested to obtain the opinion of H.M. on it and pass it on to me at an early date.

OC KPA 10/10/47
Seven HMs including HPM.

H. Sitarama Reddy,
Minister for Industries and Planning

Fort St. George,
Madras,
11th October 1947.



My Dear Avinashilingam,

Sorry for the delay in offering my
remarks about the scheme for Social Service.

(a) The persons that are selected for
Social Service must have a course of training
for atleast six weeks.

(b) The Social Service must be ~~held~~
held as an additional qualification for Go-
vernment or other services.

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

(d) I consider that their pay must be
adequate for their maintainance 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.

Yours sincerely,

H. Sitarama Reddy

Sri T. Avinashilingam,
Honourable Minister for Education,
Fort St. George, Madras.

~~H.P.M.~~ H.N. (Edn.)

(48) 93

The U.P. Government scheme of compulsory social service for graduates appeals to me very much. The proposal made by H.M. (Edn.) 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.

11/10/47
H.M. (P.H.)

(63) A. H.

(69)

95

Special.

Note to P.A. to H. M.

A note on 'Scheme for Social Service' prepared by H.M. Education was circulated to all H.Ms. on 27-9-47 for opinions. A reminder was also sent subsequently. The opinion of H.M. has not yet been received. You are requested to obtain the opinion of H.M. on it and pass it on to me at an early date.

Despd
Jw
20/10/47

O/c. KPA 20/10/47

HPM.

HMs. Home, Finance,
Rev., & Prohm.

Special.

Note to P.A. to H.M. Prohibition.

A note on 'Scheme for Social Service' prepared by H.M. Education was circulated to all H.Ms. on 27-9-47 for opinions. A reminder was also sent subsequently. The opinion of H.M. Prohm. has not yet been received. You are requested to obtain the opinion of H.M. Prohm on it and pass it on to me at an early date.

K. R. H. Jayarajam 10/10/47

P.A. to H.M. Education.

Recd. I consider the scheme to be very valuable & is properly carried out. It would prove a powerful agency for 'better living' in our villages + towns.

10/10



Fort St. George,
12-9-1947.

Dear Mr. Bhaktavatsalam,

As per Cabinet resolution asking me to present a scheme for Social Service, I am herewith sending you a tentative scheme.

I shall be glad if you will kindly go through it and send me your ^{suggestions} opinion within about a week so that I may be enabled to present the scheme to the Cabinet as soon as possible.

Yours sincerely,

T. T. V. V. V.

To
Hon'ble Sri M. Bhaktavatsalam,
Minister for Public Works.

H. R. (Edn)

Thanks. I would like to have further particulars about the training proposed to be given, when this is discussed in future. The training for Social Service should not be an additional qualification. M.B. 26/9

Pl. see p 104 of
 for K.M. (P.A.)
SCHEME FOR SOCIAL SERVICE.

101

(52)

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 Govt. 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 wellnigh 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 Govts. have tackled this question and the United Provinces Govt. also have come forward to insist upon a year of social service on all those who aspire for posts in Govt. 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 ~~at~~ 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 | (4) Adult Education |
| (2) Elementary Education | (5) Library work; and |
| (3) Secondary Education | (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 ~~and because of the 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 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 today 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.

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.

I was also told that in the present circumstances we should not make this qualification of Social Service an essential qualification for service in Govt. 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 Govt. 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 Govt. and Local Boards, their suggestion also may be tried for a short period of time, say 3 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 Senior Dy. Insp. of Schools with the necessary clerical staff to organise these classes as well as to distribute these candidates in these various centres. The Senior Dy. Insp. of Schools is usually of the first grade among the I.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 Dt. Educational Officer's grade. He must be able to organise 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 U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. 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 Govt., by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. 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 Govt. 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, Govt. 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 Govt., this has got a great advantage of giving practical experience to those who want to take service under

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.

TSA
13-9-47
Minister for Education.

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.

V.K.
24-9-47.

29/10
H.M. (L.R.)

105
(54)
Extract from Commerce, 21 June, 1947.

COMPULSORY SOCIAL SERVICE IN U.P.

Scheme to start in September.

...

"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 recognised by the Government, or for admission to training or technical institutions recognised or maintained by the Government". Thus observed the Hon'ble Sri Sampurnanand, Minister for Education and Finance, U.P. Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the U.P. 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, under-graduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organising 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 sq. miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be sub-divided 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 U.T.C. will be utilised, 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 P.W.D. will lend its services to the trainees in the task of constructing kutchra 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 pick-axe, 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. Sampurananand 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 today. 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 today.

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 organisations 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.

108
D.O. No. ~~A-8509~~ /XV-1147-47. 109 (56)

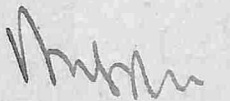
U.P. Secretariat,
Education (A) Department.

Dated Lucknow, October 18, 1947.

Dear Sir,

In continuation Shri Sampurnanandji's
D.O. letter No. A-6206/XV-1147-47, dated
August 26, 1947, I am desired to send herewith
two copies of the Syllabus of Training for the
Social Service Cadets in the United Provinces.

Yours sincerely,



Enclosures : Two

(A.N. Sapru)

To
The Hon'ble T.S. Avinashlingamji,
Minister of Education,
Government of Madras,
Fort St. George, Madras.

.....1

D.O. No. A-8208/XV-1147-47

U.P. Secretary,
Education Department.

Dated Lucknow, October 18, 1947.

Dear Sir,

In continuation Shri Sampurnanandji

D.O. Letter No. A-8208/XV-1147-47, dated

August 26, 1947, I am desired to send herewith

two copies of the Syllabus of Training for the

Social Service Cadets in the United Provinces.

Yours sincerely,

Enclosures : Two
(A.N. Sanyal)

To
The Hon'ble T.S. Avinashilingamji,
Minister of Education,
Government of Madras,
Fort St. George, Madras.

.....

SYLLABUS

OF

TRAINING FOR THE SOCIAL
SERVICE CADETS

UNITED PROVINCES



ALLAHABAD:
SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES, INDIA
1947

112

113

(58)

PREFACE

Young men and women all over the world are taking an active part in the nation building programmes. We know that the young men of United Provinces are keen to do their bit for their country. A huge amount of work has to be done to build the New India. Roads have to be built. Canals have to be dug. A great deal of work has to be done in the forests to tap their natural resources. In the villages sanitation is to be improved ; new houses have to be built; old ones to be repaired ; tanks to be drained or improved and illiteracy to be eradicated. All this work cannot be done unless every one in the country puts his shoulder to the wheel ; unless he rolls up his sleeves and gets down to real solid work.

The Social Service Scheme provides an opportunity for the young men of United Provinces to serve their country. The Government want young men who have the ideal of Service of Society at heart, who believe in the dignity of labour; who are not ashamed to apply their hands to any work however humble ; who believe in strict discipline and are willing to submit to it ; who are physically fit and enjoy doing manual labour ; who believe in team-spirit and who are in sympathy with the fears and aspirations of the villager. The services of these young men are not wanted for an indefinite period but only for 10 months. During this period they will get boarding, lodging, uniform, light, water and minor medical treatment free. The Government will also pay third class railway fare of the young men when they come to the Camp and when they are finally leaving it. Suitable arrangements will be made for their recreation.

By rendering this service to the Society the young men will benefit themselves. They will broaden their outlook, they will improve in health, they will learn the dignity of labour, they will gain familiarity with the countryside and country life, they will be disciplined, and above all they will have the supreme satisfaction of having done their bit for their country.

114

115

(59)

GOVERNMENT OF THE UNITED PROVINCES

EDUCATION (A) DEPARTMENT.

No. A-6021/XV—1208-46

Dated Lucknow, July 10, 1947

COMMUNIQUE

It is notified for general information that the Governor has been pleased to decide that, with effect from January 2, 1949, no graduate (man), who has not obtained a diploma in Social Service awarded by Government, will ordinarily be eligible for recruitment to service under Government, or local bodies, or aided or recognised institutions, or for admission to technical or training institutions recognised by Government, the educational qualification for recruitment or admission to which is a Bachelor's degree or any other degree recognised by Government as equivalent thereto.

2. This diploma will be granted to those undertaking successfully the course of training under the Social Service Scheme. This scheme is designed to train up the young men of the province in the duties of responsible citizenship in a democratic and co-operative community and to harness the energy and enthusiasm of youth for constructive and patriotic work. The scheme is intended to broaden youngmen's sympathies to enlarge their practical experience of life under usually unfamiliar conditions, to afford them opportunities of studying at first-hand the problems of our countryside, to make them conscious of the dignity of manual labour and tasks, which though humble, are essential to a varied life, to improve their general bodily fitness, to impart to them knowledge which will make their environment readily intelligible to them without burdening their minds with useless details and above all to make them aware of their rich heritage and to serve as architects of the future. It is proposed that the period of service under the scheme should be approximately one year. During this period, the board, lodging and other incidental expenses of the cadets will be borne by the Government.

3. The training will fall broadly into two divisions—Instructional and Practical. The first will include both physical and cultural training. The scope of the physical training will be wide enough to include scouting and first aid, riding, cycling, swimming, driving a motor car, simple infantry drill, target practice, lathi practice, etc. The cultural course will consist of lectures by educationists and scholars on a wide range of subjects, such as history (Indian and outside), art, general science, agriculture, elementary principles of law, Indian economics, the Tenancy Law, labour and industry in the province, etc. etc. The practical training will be devoted entirely to

116

manual labour which may consist of the digging of a canal, the building of an embankment, the repairing of an existing road, or the making of a new one. It may also include useful training in agriculture and in adult literacy work to be undertaken in collaboration with the Education Expansion Scheme of the Department. It is proposed to set up one or more camps on suitable sites in healthy rural areas adjoining towns as far as possible, providing reasonable facilities for the accommodation of the young cadets under training under a responsible Director of Social Service, assisted by a competent supervisory and other qualified staff.

4. Details of the scheme are being worked out and will be announced shortly.

5. Government are confident that youngmen with their eagerness to serve and patriotic ideals will respond gladly to this call to them to discharge their social obligations and give of their best to the realisation of the aims in view.

A. N. SAPRU,
Secretary to Government,
United Provinces.

117 (60)

SYLLABUS OF ACADEMIC SUBJECT

N.B.—This syllabus is subject to modification in the light of practical experience.

ECONOMICS.—FIRST COURSE

LECTURES I and II—*Work*—The need for work—satisfaction of wants. Enumeration of man's basic needs : food, shelter, clothing, health, education and leisure (recreation), Earning—object of earning : (i) spending, i.e. provision of goods and services; (ii) saving; (iii) securing an income, i.e. increasing one's earning. The inter-relation between these : definition of income. Ways of earning income : Professions and occupations—their classification. In the village—the zemindar, the cultivator, the handicraftsmen and the bania, patwari and petty government officials. In the city, big firms and shops, capitalists, managers and shopkeepers, government offices, big salaried officers, clerks, peons (no economic distinction). Factories—owners and wage earners. So we come to the conclusion—People earn their income for performing certain services. Broad classification of the nature of these services ; (i) starting and financing a work : ownership—(enterprisers and capitalists : the *rentier* class), (ii) managing the business (the managerial class), (iii) working for the provision of goods and services (labour class), (iv) facilitating interchange of goods and services (shopkeeper class : middlemen), (v) maintaining law and order so that the economic life of the society may run smoothly : (Government officials). Great differences in the income of these classes : We cannot explain them unless we study how income is created.

LECTURES III and IV—*The creation of income (Production)* :

Incomes are earned by individuals for co-operating in the provision of goods and services. So the definition of production : the process of co-operation of men and matter for the provision of goods and services. This is effected through earning an income, so inequalities in income can be due only to the difference in the importance of the productive function of the individuals. To know this difference we have to see how productive system works or in other words how income is created. The meaning of 'how' is : the way in which difficulties are solved : Difficulties in the creation of income : Wants and means of satisfaction, relative scarcity—the Law of Diminishing Returns). Therefore the need of economy—the concept of economy. Two ways of solving this difficulty (i) economy in wants or (ii) economy in the method of satisfaction. Circumstances that have led to the disregard of the first solution in modern times. Economy in the method of creating income—best method of co-operation for creating income—Optimum—the concept of substitution.

LECTURE V—*Creating the Income (the factors of production)* :

Sources of income—materials and human labour and skill. So the factors of production—(i) non-human, (ii) human. In other words natural agents (land) and human agents (labour). The middle type

'Capital'. (To be defined). Ways of bringing the two factors into co-operation : through knowledge, the role of invention in the creation of income. This knowledge may be applied to (i) non-human agents—machinery and other capital goods (ii) human agencies—organisation management. Difficulties (a) bringing these factors into co-operation (b) finding out and working the most economical way of this co-operation—(thus we arrive at the concept of the efficiency of the factors of production). This efficiency depends upon the form of co-operation. What determines the form of co-operation? (The Social institution).

LECTURE VI—*The framework of our Social institutions :*

Caste system—joint family—village panchayat—*mundies* and *melas*.

Caste system: hereditary occupation (mobility), division of labour, regulation of labour incomes—status and contract system of wage payment. Caste a status group. Social stratification and non-competing wage groups.

Village panchayat : Regulation of economic rights. Law and order. Enforcement of customary standards of consumption.

Mundies—A descriptive analysis of the marketing methods the income of the middleman. The purpose of this lecture would be to show that the way in which income is earned, (i.e. the form of co-operation of productive agencies) is considerably modified by the working of certain social institutions.

LECTURE VII—*Creators of Income : Land, systems of Land Tenure.*

Agriculture the mainstay of economic life in India. Relation between agriculture and industry : Land as an Economic category. The income of the landlord. Its economic source—(the idea of differential). Its legal source. (Land Tenure).

LECTURE VIII—*Creators of Income : Labourers : Population.*

The supply of labour population—birth rate and death rate. The measurement of vital statistics. Malthus on population, size of population and labour incomes ; quality of population. Standard of living.

Indian population —its trends. Is India overpopulated?

LECTURE IX—*Creators of Income : (Capitalists, managers and enterprisers).*

These groups earn their incomes not because they co-operate in the creation of income but because they help to INCREASE its size. Therefore the size of their income would depend upon the amount of increase they make possible. The relative capacity to bring about this INCREASE measures their efficiency. Meaning of the efficiency of capital, organisation and enterprize.

Difficulties : (i) Production is spread over time, (ii) existence of private property, and (iii) monopoly (iv) profit motive.

LECTURE X—*Spending the income :*

One disposes of his income for (i) the satisfaction of his present or future needs. The satisfaction of future needs may take two forms, (a) saving for contingencies and (b) provision of durable consumer's goods, (ii) securing greater (and future) income. How can these purposes be fulfilled? Through exchange—Mechanism of exchange-market. Money.

In order that the goods may be exchanged their value must be known—the concept of value. Relation between utility, value and price. (Utility reflects the need for exchange, value its mode and price, its actual mechanism.)

How value is determined—cost. Utility—supply and demand.

LECTURE XI—*Spending the income : How the consumer acts :*

Rational behaviour of the consumer means economical satisfaction of wants. Law of satiety of wants : its corollaries : Diminishing, marginal and equi-marginal utilities.

Behaviour of the consumers as buyers and sellers. Competition.

Difficulties : Non-economical methods of spending the income : Standard of living. Status and income spending (conspicuous consumption).

LECTURE XII—*Forms of Income :*

Income is obtained in the form of money and property. Form of money and property. Measurement of money and property. Difference between money and currency. Functions of money (i) measurement of value (ii) standard of deferred payments. Functions of currency (i) medium of exchange, (ii) store of value.

Coinage. Indian currency system.

Credit Instruments—Indian and Western.

Can money be created? Inflation and its meaning.

LECTURE XIII—*Maintaining and increasing the income :*

Satisfaction of future wants—Savings—Deposit banking. Satisfaction of rising wants—Increase of Income. Investment. Credit banking.

Structure and functions of modern banks: Indian banking system. The Reserve Bank of India.

Money markets.

LECTURE XIV—*Transfer of the Income : the Income of the Government :*

Services of the state to the people. The Government earns its income through taxes. What is a tax? Compulsory transfer of a portion of income. Principles of this transfer (cost of service, benefit—ability to pay, etc.).

Forms of transfer : Direct and indirect. (Taxes on income and property—taxes on persons and taxes on things.) Tax systems. Single and multiple. Burden of taxes. Aims of taxes—canons of taxation.

Other sources of the Income of the Government : Income from public property and public enterprise.

LECTURE XV—Expenditure of the Government :

Need for public expenditure—preservation of social life, and improvement of quality. Forms of public expenditure. Public works : Education, Health, Sanitation. Public Debt : Classification—Long and short term : Annuities : Internal and External Public debt. Burden of public debt—direct and indirect.

Repayment of Public debt in sinking funds—conversion.

ECONOMICS—SECOND COURSE

Agriculture in United Provinces.

(8 Lectures)

- (1) Physical features, soil, climate, rainfall, irrigation.
- (2) Agricultural holdings.
- (3) Agricultural equipment, livestock.
- (4) Agricultural finance.
- (5) Principal crops, area, yield, price.
- (6) Marketing of agricultural produce.
- (7) State and agriculture. Land tenures.
- (8) Balance of agriculture and industry.

Labour and Industry in United Provinces.

(6 Lectures)

- (1) Industrial raw-materials.
- (2) Power resources.
- (3) Industrial Labour : Efficiency, wages, Trade Union, Labour legislation, Labour welfare.
- (4) Industrial finance.
- (5) Principal large scale and cottage industries and their location.
- (6) State and industry.

The Provincial Budget

(6 Lectures)

- (1) Decentralisation. Provincial Autonomy. Functions.
- (2) Principal heads of Revenue and expenditure.
- (3) Growth of public expenditure and new sources of revenue.
- (4) Public Debt.
- (5) Local Budgets.
- (6) Financial Administration : Study of details.

Elements of Political Science
(16 Lectures)

(A) Introduction—

- (1) The political world in the 20th century. Principal features.
- (2) Its Historical background.

(B) The Modern State and its Government—

- (3) Unitary states, Federations, Confederations, etc.
- (4) Sovietism, Co-operativism, etc.
- (5) The Electorate and the Legislature.
- (6) The Executive and the Judiciary.

(C) The Government of India—

- (7) Central.
- (8) Provincial.
- (9) Local.

(D) International—

- (10) The growth of International Society and Institutions.
- (11) The League of Nations and the United Nations.

(E) Current Problems—

- (12) Democracy.
- (13) Socialism.

(F) Some great political thinkers of the East and the West—

- (14) Ancient and Medieval.
- (15) Modern.
- (16) Indian Political Theory.

Principles of Sociology

(10 Lectures)

(1) Scope of Sociology : Study of groups. Social Institutions and Social Processes.

(2) Groups and Institutions : Family, marriage, caste, tribe, race; and class economic, like property and Trade Unions; Political like state and administration; Educational and Religious.

(3) Social Process : Division of Labour, Adaptation, Co-operation, competition, conflict, i.e. types of social interaction and inter-group behaviour, shifts and movements of population. Influence of environment.

(4) Social control of anti-social elements : Custom, Law, Religion, Education, Public opinion and propaganda. Personal agencies.

(5) Society and the Individual : Freedom *versus* Regimentation. Eugenics, its scope and limits.

(6) Means of Social change : Technological, Economic, Planning, Evolution, Revolution, role of Invention and Personality or Leadership.

(7) The Indian Ideal of Life—the four Purusharthas.

Social Psychology

(20 Lectures)

Lectures 1-2—

Psychology as science of behaviour. Its connection with various human activities. Social sciences and their psychological foundations. Illustrations of connection with Ethics, Economics, Political Science, and Jurisprudence.

Lecture 3—

Modern methods of psychological study. Experimental procedure.

Lecture 4—

Springs of human action. Intellect and emotion. Instincts as movers of human activity.

Lectures 5-6—

Brief survey of theory of intelligence and intelligence testing.

Lectures 7-9—

Operation of instincts in human society. Gregarious nature of the human being. Detailed study of innate tendencies which have social reference—sympathy, suggestion and imitation.

Lectures 10-11—

The rise of the self. The growth of the self-regarding sentiment under the influence of the social environment. Self-regarding sentiment as the main spring of action.

Lectures 12-13—

Formation of social groups on psychological basis. Groups at different levels—perceptual, ideational and rational.

Lectures 14-15—

Psychological characteristics of a well-organised social group. Sentiment of patriotism. Nation as the major group.

Lectures 16-18—

Mass behaviour based on fashion, public opinion, propaganda, domination of leadership.

Lectures 19-20—

Individual *versus* Mass Behaviour, force of moral judgments and ultimate volitional basis. The individual for the society and the society for the individual.

GENERAL SCIENCE

(24 Lectures)

(A) Physical

(1) *Introductory Lecture*—Importance of Science in every-day life. Scientific methods—how it reveals mysteries of Nature and offers an intelligent explanation of otherwise mystical phenomenon. Some eminent Indian and Foreign Scientists—their special field of work and some important incidents from their life—1 lecture.

(2) *The Atmosphere*—Its weight and pressure on all bodies. Measurement of atmospheric pressure—the Barometer (simple and aneroid), and its application to weather forecasts. Pressure in relation to temperature (the cause of winds, storms, and monsoon). Application of the principle of pressure in every-day life (vacuum brake, balloons, airplanes, and pumps). The chief gases present in the atmosphere and their relations to the phenomenon on rusting, burning, and support of life—2 lectures.

(3) *Heat*—Effects of heat on bodies—(a) rise of temperature, (b) expansion, (c) melting and burning. Applications of the principle of expansion (e.g., balance, wheels, pendulums, bridges, railway lines, etc.) Measurement of temperature thermometers (centigrade, fahrenheit and clinical). Maximum and minimum thermometers.

Heat and Temperature—Calorie as the unit of heat.

Transference of Heat. Good and bad conductors. Applications (woollen clothes, ice containers, thermos, etc.)

Evaporation and condensation. Cooling produced by evaporation (surahis, khas screens, street watering, etc.) Refrigeration.

The latent power of the 'steam'. The steam engine—1 lecture.

(4) *Light*—Light travels in straight lines. Reflection from plane and spherical surfaces. Applications (reflectors, Kaleidoscope, periscope etc.) Refraction and total internal reflection (explanation of mirage, rainbow, apparent depth of water, etc.).

Lenses : Convex and concave. Focal length, magnification and the formation of image. The photographic camera and its comparison with the human eye. Short and long sight, and the use of spectacles. Fatigue of the eye and its remedy. Optical instruments (reading glass, simple telescope, periscope, and optical projectors).

(5) *Sound*—How sound is produced, vibrations (vibrating reeds, vibrating blast, lip, etc.). The organs of speech. Simple musical instruments.

8 / 122
Transmission of sound waves—longitudinal. Audition, reception, mechanism of the human ear.

Velocity of sound (compared with light), pitch, musical sounds, quality of sound, musical scale.

Reflection of sound (echo, use of the pinna of the ear, speaking trumpets, hearing tubes, etc).

Reproduction of sound : gramophone sound box.

Sound Recording : making of gramophone records and taking talkies films—3 lectures.

(6) *Magnetism*—A simple magnet and its properties. The earth as a magnet. The magnetic compass and its uses. The Mariners' Compass. Demagnetisation—1 lecture

(7) *Electricity*—Simple voltaic cell. Where the electric energy comes from. Dry cells and batteries. Conductors and Insulators. The Lightning conductor.

Effects of Electric current: (a) Heating effects. Applications (electric iron, furnace, heater, electric bulb, etc.).

(b) Magnetic Effects—Electro-magnet and its uses in industry and surgery. Applications (electric bell, telegraph, telephone). Electrical generators and the distribution of energy through service lines. Electric fuses A. C. and D. C. currents. Electric measuring instruments (Voltmeter, Ammeter, Wattmeter).

(c) Chemical Effects : Electro-plating.

Electro-magnetic or Radio waves—how they are transmitted and received. Induced currents. Radio receivers. Loud speakers. Conditions on which reception depends. Application (electric motors, electric fans, vacuum cleaners, etc.)—1 lectures.

(B) Biological

The Nature and Origin of life (all life from pre-existing life). Properties of the Living. Differences between the Living and Non-living. Differences between the animal and plant forms of life.

Elementary knowledge about a 'cell' and 'protoplasm.'

Food—sources of food, chemical nature and nutritional values. Balanced and unbalanced diets—deficiency diseases. Importance of milk, green vegetables and fresh fruits and their vitamin contents.

Human Physiology—Processes of Digestion and assimilation in brief. Heart beats and circulation. Pressure points and the arrest of bleeding. Blood pressure and its relation to health. Respiration and excretion of waste products (Urea, perspiration, carbon dioxide). The elementary structure and mode of working of the human brain.

9 / 125
(Be)
Causes of brain fatigue and its remedy. Common infectious diseases, their causes, transmission and preventive measures (e.g. isolation inoculation, disinfection). Interrelation of plant and animal life. Importance of open air spaces, parks and gardens—4 lectures.

(C) Chemical

Water—Sources of water impurities, hard and soft water, how to soften hard water purification of water by mechanical and chemical means (distillation, filtration chlorination, etc.). The water works and the water meter.

Acids, alkalies and salts—Some common properties of tests. The acids in fruits (citric, tartaric and acetic), their commercial uses.

Soaps—Its manufacture and common properties.

Manufacture of matches and glass. Unbreakable glass and its modern uses.

Coal and its products (coal-tar, bitumen, naphtha, etc.). Some common metals such as iron, copper, silver, etc. their elementary metallurgy, properties and commercial uses.

GEOGRAPHY

(20 Lectures)

1. Man's relation to earth; man's relation to land forms ; man's relation to bodies of water; man's relation to climate; man's relation to soil and minerals; man's relation to regional relationship ; man's relation to man.

2. Man's relation to vegetation and animals. The habit factors; climatic, topographic adaptic and biotic. Types of plant communities ; woodland, grassland ; transitional and desert communities ; their distribution and ecology of animals. An elementary knowledge of zoological classification.

3. Food gatherers ; pastoral nomads ; cultivators.

4. Dawn of civilization.

5. Growth of population :
Principals human agglomeration and their causes.
Human establishments.

6. Study of cultural environments.

(a) Life in Principal Geographical Regions ;

Essential geographical features of major natural regions of the world ; correlation of the economic and cultural development of the region with the physical environment.

(b) Influence of the Physical and Human conditions including economic on—

- (i) The production of raw material and food-stuffs.
- (ii) The distribution of manufacturing industries.
- (iii) The development of power resources.
- (iv) The organisation of commerce and transport.
- (v) The great trade routes.

(c) Economic Geography :

(i) Cultivation of wheat, rice, cotton, sugarcane, sugar beet, rubber and tea.

(ii) Raising of animals—cattle and sheep.

(iii) Mineral exploitation—Iron, tin, copper, gold, mica and manganese.

(iv) Sources of Power Coal, Petroleum and water.

(v) Chief means of transportation.

7. Chief industries of Principal countries of the world.

8. A series of lectures on the economic Geography of India Physical features, frontiers, climate, natural vegetation and its uses in commerce and industries, chief minerals, mining centres, cultivated products, cottage and large scale industries, study of raw material and its sources. Railways and air routes. Export and import ; Development of Agriculture, Development of sources of power.

9. A general survey of the natural resources of India with a view to finding out the possibilities of development of other industries.

MAP WORK

Study of survey maps of India and Indian weather maps ; cartographical and diagrammatic representation of geographical data.

Principles of survey including an elementary knowledge of Plane-table and chain.

HINDI LITERATURE

(12 Lectures)

Lectures 1-2—

Origin of Modern Indian languages with special reference to Hindi.

Lecture 3—

Beginning and early growth of Hindi Literature. Bardic, Religious.

Lectures 4-5—

The influence of religious movement on the growth of Hindi Literature. Bhakti, Siddha, Nirgunism, Sufism.

Lecture 6—

The influence and contribution of Islam and the Muslims on the growth and character of Hindi Literature.

Lecture 7—

Development of quasi-religious literature. Riti Kala.

Lecture 8—

The influence of political unrest and disintegration on Literature.

Lecture 9—

The influence of modern political, social and economic conditions on the growth of modern Hindi Literature.

Lecture 10—

Modern Hindi Poetry.

Lectures 11-12

Origin and growth of Hindi Prose. Short stories, novels, dramas and serious prose.

URDU LITERATURE

(12 Lectures)

Lecture 1—

Origin and early development of Urdu language and Literature. Linguistic basis of the origin of Urdu. The admixture of cultures. Bhakti and Sufism. Early literary attempts in the Deccan.

Lecture 2—

Achievement of Urdu Literature in the Deccan up to Wali. Patronage at the courts of Golkunda and Bijapur. Early literary forms, linguistic peculiarities. Religious and social atmosphere—political changes.

Lecture 3—

Urdu Literature in Delhi—The age of Sauda and Mir. Shifts from Deccan to Delhi. The downfall sets in at Delhi. Certain forms reach perfection.

Lecture 4—

Urdu Literature at Lucknow. Discussion of Delhi and Lucknow schools. A new vigour in Lucknow, new political, social and religious forces at work—patronage by the Court of Oudh. Lucknow builds its own literary traditions.

Lecture 5—

Urdu Prose up to Fort William College. Early attempts—religious and sufistic. Fiction. Achievements of Fort William College.

Lecture 6—

Delhi again—Ghalib, Zaun, Momin and Zafar. The end of Moghal, Empire—Disintegration.

Lecture 7—

Prose after Fort William College—up to Mutiny. Fiction at Delhi and Lucknow. Letters of Ghalib show new way.

Lecture 8.—

Urdu poetry after the First War of Independence (Mutiny) (1857—1914).

Azad, Hali, etc.

Influence of West—Naturalism, new literary forms.

Lecture 9.—

Prose after the First War of Independence (Mutiny) (1857—1914).

Sir Syed Group, Hali, Azad, Nazir Ahmad.

New fiction, new criticism, Allegory, Biography.

Forces released by the first War of Independence (mutiny) and the new concept of nationalism and patriotism.

Lecture 10.—

Twentieth Century Urdu Prose.

Lecture 11.—

Twentieth Century Urdu Poetry.

Lecture 12.—

Progressive writing and other contemporary trends.

INDIAN HISTORY (FIRST COURSE).

Lecture 1.—

The Indus valley civilisation.

Recent archaeological excavations and the light they throw on the Mohenjo-Daro civilisation.

Lecture 2.—

The Vedic age.

Society and culture. The Aryanisation of India.

Lecture 3.—

The Mauryan empire and the rise of Buddhism.

Chandragupta and Asoka as exponents of ancient Indian imperialism. Buddha and Buddhist influence.

Lecture 4.—

The Gupta age and Harshavardhana.

The Gupta age as the golden age of ancient Indian civilisation.

Harsh, the last great ruler of ancient India.

Disruption.

Lecture 5.—

The Sultanate of Delhi.

Muslim rule as the prelude to a new synthesis in politics and cultural life.

Lecture 6.—

The growth of the Mughal Empire.

The great Mughals and their achievements.

Lecture 7.—

The decline and break-up of the Mughal Empire.
Reaction and decay. Popular movements—the Marathas, the Sikhs, and the Jats.

Lecture 8.—

The advent of the Europeans
Trade rivalry. Rise of the English power.

Lecture 9.—

The establishment of British rule.

The East India Company as the paramount ruling power.

Lecture 10.—

India after the First war of Independence. (Mutiny).
Administrative reconstruction and constitutional progress. India and the world.

Lectures 11 and 12.—

Events leading up to the achievements of Independence.

INDIAN HISTORY (SECOND COURSE)

(6 or 7 Lectures)

Indian Culture

1. Pre-historic : Culture periods.
Ansteric and Mahenjodaro : Linguistics : Religion, Artefacts, e.g. seals, pottery.
2. Aryan : Society : Gods, priests and Kshattriyas, Status of women, Chaturvarns, Varnasram.
3. Buddhist and Jains : Buddhist monachism : Art, i.e. paintings pillars and architecture.
4. Puranas : Epic Age, spread of Buddhism : Jain Ideas.
5. Impact of Islam : Social, i.e. dress, customs, manners.
Ideas : Monotheistic cults, mystics, growth of vernacular painting and architecture.

Adjustment of the caste system.

6. Western Influence Growth of English education : Nationalism : Rationalism. Communications. Open Society Indian culture and science consciously assimilates world forces.

INDIAN PAINTING

(7 Lectures)

- PRELIMINARY : Indian Painting and its background .. 1 Lecture.
- STAGES : (1) Hindu and Buddhist Painting. Essential features : Types, e.g. Cave paintings, Ill uminated .. 2 Lectures.
- (2) Rajasthan : Types ; Rajput, Kangra, Basoti, etc. .. 2 Lectures.
- (3) Mughal Painting 1 Lecture.
- (4) Modern movements 1 Lecture.
- (5) Appraisal.

N.B.—To be illustrated

14 130
INDIAN MUSIC

(8 Lectures)

Lectures 1 and 2—

A short history or evolution : Hindu and Muslim periods.

Lectures 3 and 4—

Ragas and Raginis : Types : Divisions according to season and time.

Lecture 5—

Nature of melody and harmony ; Rhythm.

Lecture 6—

Principles of composition : Tansen, Thyagaraja, Sadarang.

Lecture 7—

Desi Rag Folk styles : Baul, Chaiti, Sawani (etc.).

Lecture 8—

Modern Experiments : Tagore : Orchestral, etc.

WORLD HISTORY UP TO 1914

(20 Lectures)

Lecture 1—

THE PRE-HISTORY AGE—Man's advance from the Palaeolithic to the Neo-lithic age.

Lecture 2—

THE EARLY EGYPTIAN CIVILISATION—Society, religion and culture of ancient Egypt.

Lecture 3—

THE ASSYRIAN BABYLONIAN AND AEGEAN CIVILISATIONS—Life and culture in the valley of the Tigris and Euphrates, and on the borders of the Aegean.

Lecture 4—

THE ANCIENT PERSIAN EMPIRE—The civilisation of the Achamenian Persians. Zoroaster and his religion. The struggle between Persians and Greeks.

Lecture 5—

THE EARLY CHINESE CIVILISATION—Its character and achievements. Confucius and Confucianism.

Lecture 6—

PRE-VEDIC AND VEDIC INDIA—The Indus valley civilisation. The Aryanisation of India.

Lecture 7—

GAUTAMA BUDDHA AND ASOKA—Their contribution to world history.

Lecture 8—

ANCIENT GREECE—The Hellenic civilisation and its legacy.

15 131 (67)
Lecture 9—

ANCIENT ROME—The contribution of the Roman world to modern Europe. Rise of Christianity.

Lecture 10—

CHINESE HISTORY AND CIVILISATION—The development of Chinese culture and policy.

Lecture 11—

THE MIDDLE AGES—THE SARACENS.

Lecture 12—

THE MIDDLE AGES—THE MONGOLS.

Lecture 13—

THE MIDDLE AGES—THE CHRISTIAN WORLD.

Lecture 14—

THE RENAISSANCE AND THE REFORMATION—The beginnings of modern Europe.

Lecture 15—

THE MUGHAL EMPIRE IN INDIA—Its character and achievements.

Lecture 16—

THE RISE OF NATIONAL STATES IN EUROPE—The development of modern states system.

Lecture 17—

THE GROWTH OF EUROPEAN COLONIAL POWER AND THE INDUSTRIAL EVOLUTION—European imperialism in the old and the new world. Significance of the industrial revolution. American Revolution.

Lecture 18—

THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA—Its legacy to the modern world.

Lecture 19—

THE AGE OF PARLIAMENTARY DEMOCRACY—An era of liberal reform, nationalism and parliamentary democracy.

Lecture 20—

THE AWAKENING IN ASIA—The rise of national movements.

THE WORLD SINCE 1914
(20 Lectures)

(A) The Background.

Lecture 1—

The 19th Century : The new world of Science and Society and Politics.

Lecture 2—

The growth of the modern states system, and the Alignment of the Powers towards 1914.

Lecture 3—

Nationalist movements in the East, especially in Japan, China and India.

(B) World War I.*Lecture 4—*

Military and naval aspects.

Lecture 5—

Political Developments.

Lecture 6—

The Treaties of Peace.

(C) The period 1919—1929.*Lecture 7—*

The policies of the Powers.

Lecture 8—

The Growth of the League of Nations.

Lecture 9—

New states and constitutions in Europe.

Lecture 10—

Reforms in the Islamic world and in India.

(D) The period 1929—1939.*Lecture 11—*

The world economic crisis.

Lecture 12—

The growth of Fascism.

Lecture 13—

The policies of the Powers.

Lecture 14—

The Decay of the League.

Lecture 15—

Progress and reaction in Asia.

(E) World War II.*Lecture 16—*

Military, naval and air aspects.

Lecture 17—

Political aspects.

(F) Problems of the present.*Lecture 18—*

New Peace Treaties.

Lecture 19—

The U. N. O.

Lecture 20—

The future of civilisation.

ADULT EDUCATION

(20 Lectures)

Lecture 1—

The problem of illiteracy in India with special reference to the United Provinces.

Lectures 2 and 3—

Need of driving out illiteracy. Volume of propaganda. Schemes on a voluntary basis. Education Expansion Department in the United Provinces.

Lectures 4, 5, 6 and 7—

Elementary facts on adult psychology. Movers of action in case of an adult. His wants, desires and emotions, Intelligence of adults. Use of performance tests in case of illiterates. Help of education in the adults' psychological make-up.

Lecture 8—

Types of schools for adults. High Schools, continuation schools and their organisation.

Lecture 9—

Curriculum for an adult school.

Lecture 10—

Accommodation and equipment for an adult school including visual aids for instruction.

Lecture 11—

Recreational activities in an adult school.

Lectures 12, 13, 14 and 15—

Methods of teaching language.

(a) The Alphabet Method.

(b) The Look and Say Method.

(c) Mandes Method.

(d) Lanhacks Method.

Lectures 16 and 17—

Continuity of literacy. The follow up work. Its importance and methods. Reference to work in western countries. Folk schools.

Lectures 18 and 19—

Reading rooms, libraries, clubs.

Lecture 20.

Details of work of the Education Expansion Department, United Provinces.

U. P. TENANCY LAW.
(12 Lectures)

Lectures 1 and 2.

Land Policy of the Government and a brief historical survey of the Tenancy legislation :

Ryotwari, Zamindari,
Talukdars (Oudh Estates Act)
Agra Tenancy Act,
Oudh Rent Act,
U. P. Tenancy Act,
U. P. Tenancy (Amendment) Act, 1947.

Lecture 3.

Classification of land :

Cultivated, non-cultivated, Mahal, Patti, etc. Revenue paying, revenue free, Rent paying, rent free, Sir, Khud-kasht, grove, banjar, etc.

Lecture 4.

Persons having interest in the land :
Proprietors, under-proprietors, sub-proprietors.
Thekadars.
Grove-holders.
Tenants :

Permanent tenure holders, Fixed rate tenants, Ex-proprietary tenants, Hereditary tenants, Occupancy tenants in Agra, Occupancy tenants in Oudh, Tenants holding on special terms in Oudh.

Lecture 5.

Settlement and realisation of Revenue.
Official documents—Record of rights and annual registers.
The Patwari.
Mutation of Names.
Lambardars and Co-sharers.
Partition of Mahals.
Judicial process for recovery of revenue.

Lecture 6.

Rent—Its determination and fixation, enhancement, revision, abatement, commutation and arrears.

Lecture 7.

Rights of Tenants :
Patta, Kabuliati, receipts for rent.
Power of transfer, sub-leases.
Succession.
Ejectment.

Lecture 8.

Recent land legislation :

- (i) The proposals for the abolition of Zemindari system.
- (ii) Gaon Panchayat Bill.
- (iii) Debt Relief Legislation.

Lectures 9, 10, 11 and 12.

Indian Labour legislation particularly U. P. Legislation.

PHILOSOPHY

Lectures 1, 2, 3, and 4.

Indian Philosophy.

SYLLABUS OF PRACTICAL TRAINING

N. B.—This syllabus is subject to modification in the light of practical experience.

TABLE I

Starting position			Exercises
1.	..	..	Astride jumping with arms raising sideways.
2.	Hips firm	..	Heels raising and knees full bending.
3.	..	..	Head turning with fingers stretched
4.	Arms bend	..	Arms stretching in various directions.
5.	Feet astride with hips firm	..	Trunk turning quickly.
6.	Feet astride with arms sideways stretched.	..	Trunk bending backward with hands turning.
7.	..	..	Arms swinging upwards with heels raising.
8.	Hips firm	..	Leg raising forward, sideways and backward (by numbers).
9.	Feet astride with arms sideways stretched.	..	Turning-bending-sideways.
10.	On the hands	..	Arms bending.
11.	Feet astride with arms bend, Trunk forward bend.	..	Arms stretching upwards.
12.	(a)	..	(a) Quick march—heels raise.
	(b) Hips firm	..	(b) In double time sideways march (also in pairs).
	(c) Hips firm	..	(c) Hopping on alternate feet.

13. (a) (a) Upward jumping (at least 4 jumps without a pause).
 (b) (b) Hand kicking.
 (c) (c) Running long stride (2 or more strides).
14. Feet astride with hips Firm .. Deep breathing.
 Finish off with position of attention.

GAMES

1. Relay Races—10 yds.
2. Line Tug of war.
3. In and out the Files.
4. Leap Frog Relay over and under.
5. Wheelbarrow Race.
6. Crows and Cranes.

NOTE—Only two selected games should be played and these will be inserted at the discretion of the Leader, normally before exercise 14.

TABLE II

Starting position	Exercise
1.	Astride jumping with arms raising sideways.
2. Hips firm ..	Heels raising and knees full bending quickly.
3.	Head rolling with fingers stretched.
4. Arms forward raise ..	Arms parting with heels raising.
5. Feet astride with hips firm, Trunk forward bend.	Trunk rolling.
6. Feet astride with arms upwards stretched.	Trunk bending backward with hands turning and arms raising upward.
7. Feet astride with arms upwards stretched.	Arms swinging downward and sideways.
8.	Leg raising forward, sideways and backward with arms raising forward, sideways and upwards (by numbers).
9. Feet astride with arms upwards stretched.	Trunk bending sideways.
10. On the hands ..	Feet placing forward.
11. Feet astride with Arms upwards stretched. Trunk forward bend.	Arms swinging downward and backward.

12. (a) (a) Double March.
 (b) (b) Hopping on alternate feet with arms swinging upwards.
 (c) Hips firm .. (c) In double time sideways march with turning in pairs.
13. (a) Hips firm .. (a) Hopping with leg raising sideways.
 (b) (b) Human obstacle course.
 (c) (c) Hop step and jump.
14. Feet astride with hips firm .. Deep breathing.
 Finish off with position of attention.

GAMES

1. Relay Races 15—yds.
2. V. C. Race.
3. Fox and Geese.
4. Two dogs and a bone.
5. Fishing Net.
6. Horses and Jockeys.

NOTE—Only 2 selected games should be played and these will be inserted at the discretion of the Leader normally before exercise 14.

Description of games

1. Line Tug-of-War.—The class is divided into two teams. The teams line up each side of a centre line and facing each other. A hold is then taken by grasping the left hand of the opponent on his left front and grasping the right hand of the opponent standing on his right front. The object is for one rank to pull the other right over the line. As the game is continued until every member of one team is pulled over, plenty of room is needed for the swing of the line.

2. In and out the files. Teams line up in single files, 2 or 3 paces distant. On the signal, the no. 1 of each team runs in and out the files and back again when he touches no. 2 who starts forward round no. 1 and so on down the line. Teams completing course first wins. This game can be varied by team being in line.

3. Leap Frog Relay Over and Under.—Teams in file, each man of team, commencing with rear man, goes forward alternatively going under legs and over back of other men in the team. The team arriving back in its original position is the winner.

4. Wheelbarrow Race.—The players are formed up on a line in pairs. One member of each pair acting as the wheelbarrow takes up the front support position with feet apart. His partner acting as the wheeler will grasp his ankles and lift. On the word "Go" from the instructor, the pair race in wheelbarrow fashion to a given line. The length of the course should be varied according to the ability of the class.

5. Crows and Cranes.—The class is divided into two ranks, one rank being called "Crows" and the other "Cranes". These teams sit in line facing one another with feet touching.

At a distance of six or seven yards behind each team a line is drawn. The instructor calls "Crows" and the Crows attempt to catch the cranes before they can cross the line behind them. The game should be played in such a manner that both teams are kept on the alert by prolonging the "CRRR" before finishing the word.

Teams may also be named Rats and Rabbits, or Billa Billi.

6. V. C. Race.—The class is formed up in two ranks facing each other at 15 or 20 yards distance. On the word "Go" one rank races to the other and picks up partner, using the Fire-man's Lift, and carries him back to the starting point.

As a variation, the man being rescued can be lifted from either the standing, sitting or lying position. He must give no assistance to his rescuer.

7. Fox and Geese.—Players form up in line clasping each other by the waist and are known as the geese. One player who is known as the fox, takes up his position in front of the first goose and endeavours to catch the tail of the line. The leading goose may impede the fox by stretching out his arms.

8. Two Dogs and a Bone.—The class is formed up in two teams, facing inwards and about five yards apart. Teams number off from opposite end, and a "Bone" is placed midway between them.

A number is called and each of the two men bearing that number race out in an endeavour to carry off the bone without being touched by the other player. If successful, one point is scored but if touched no score is registered.

As an alternative, a "Bone" for each pair can be used and the whole class employed at the same time.

9. Fishing Net.—In this game the chain or net consists of about 8—12 players, the object being to see how many fishes the net can enclose. When the two end players have joined hands the size of the catch is noted and the game starts again.

10. Horses and Jockeys.—Odd teams represent the "Horses" and the even teams represent the "Jockeys".

Jockeys will mount to the pick-a-back position. From this position jockeys can dismount and race either round the whole of the class or round their own rank before mounting again. The first man mounted is the winner. Many variations of this game can be played.

Kushti—(Cadets will learn any six of the following).

Salami, Danki Dhakel, Prakoshth Dhakel, Kalai Dhakel, Gardan Dhakel, Sina Dhakel, Panja Dhakel, Sina Rok, Panja Chhorana, Paintra Chalana, Doob, Doob Dono Taraf, Sadi Ukhad, Dasti, Lukan, Bhutta, Room, Andar-ka-pat, Bahar-ka-pat, Nondar (Ek), Nondar (Do), Nondar (Tin), Dhak Dono, Sadi Tang, Andar-ki-Tang,

Dhobi Pachhar, Kala Jang, Moli, Moli (do), Gal Khoda, Bhutta Tang, Ulta Pat, Nikal, Nikal (do), Pat, Gardan Maror, Nakka Kas, Ikehra Pat, Kainchi, Machhi Gota, Goni Lote, Ukhand, Gullal Lattu, Ulta Gira, Tabak Phad, Paon-ka-Moli, Putthi.

Lathi—

Hoshyar, Lathi Dapet, Aram, Sidhe Hath, Ulta Hath, Ulta Rukh (ek), Ulta Rukh (do), Lathi Zor se, Jang Mar, Ani Lagao, Age Phalang, Pichhey Phalang, Chaumukhi (ek), Chaumukhi (do), Ani Kat, Jang Mar, Chaumukhi, Sadi Bel, Ulti Bel, Dohri (do), Jang Bale, Udan Jang, Paintra, Salamee, Ladant (ek), Ladant (do), Ladant (tin), Bandish (ek), Bandish (do), Bandish (tin).

Gatka Phari—

Agey Phalang, Pichhey Phalang, Dhaj, Hoshiyar, Aram, Gatka Lapet.

Jujitsu—

Hoshyar, Paintra, Salamee, Tal Thok, Bandish (ek), Bandish (do), Bandish (tin), Bandish (char), Bandish (panch), Bandish (chhe), Bandish (sat), Bandish (ath), Bandish (nau), Bandish (das), Bandish (giarah), Bandish (barah).

Malkhamb—

Salami, Sadh Udi, Bagli, Kainchi, Khanda, Ek Hati, Phirki, Kan Pakad, Sadha Das Rang, Kainchi Bel, Bandar Pakad, Mohan Bedi, Bangra, Sidhi, Hanuman Dhawaj.

Asans—

Standing—

Garudasan, Vatayanasan, Tadasan, Chakrasan, Hasthpadasan.

Sitting—

Siddhasan, Singhasan, Padamasan, Baddha-padamasan, Kukutasan, Garbhasan, Mayurasan, Gomukhasan, Bakasan, Machhendrasan.

Balancing—

Dwipad Shrisasan, Shrisasan, Virkshikasan, Virkshasan.

Shawasan, Dhandrasan, Bhujangasan, Uttanpadasan, Sarwangan.

SCOUTING

I.—Campaigning.—

Hut building. Tent pitching. Fire making. Cooking. Finding direction and time by day and night. Stars and constellations. Uses of the staff.

II.—Woodcraft—

Observation and deduction. Stalking. Tracking and path finding. Knowledge of trees, birds and beasts.

III.—Pioneering—

Rop-craft, Bridge building. Axemanship. Judging distances, heights and weights. Scout pace. Transmission of verbal messages. Map reading and map making.

IV.—First-Aid—

To bandage a hand in such a way as to stop bleeding. To clean up and treat a graze. Treatment of sprains. Application of the wide bandage to a sprained ankle. To put on the large arm-sling and the head bandage. Treatment of bleeding from the nose.

To handle a situation in which clothes have caught fire. Treatment of minor burns and scalds. Treatment of grit in the eye, choking and sunstroke.

V.—Home Nursing—

Elementary knowledge of sick-nursing, invalid cooking, sick-room attendance, bed making and ventilation, ability to help the aged and infirm.

FOREST TRAINING

Cutting grass and repairing kachha roads. Annual repairs to building and wells. Levelling compounds. Making new roads. Cutting and burning of fire lines. Thinnings and cultural operations (cutting of trees, shrubs and climbers). Marking for fellings. Erection of new buildings. Conversion (fellings, sawing and axing) of timber and grasses. Burning charcoal. Collection and extraction of material from hilly parts to cart-roads.

AGRICULTURAL TRAINING

I.—Theoretical (Lectures) :

Lay-out of a farm. Preparation of a seed bed. Different methods of sowing and their advantages. Preparation and application of organic manures and chemical fertilizers. Green-manuring. Rotation of crops. Plant diseases and pests. Seed selection and storage. Irrigation. Vegetable gardening and orcharding. Improved implements and their uses.

Improvement of breeds of cattle. Animal feeding and hygiene. Different fodders and their feeding values. Economics of poultry and other agricultural cottage industries.

II.—Practical :—

Laying out of a farm. Preparing a seed bed. Tilling of the soil. Preparation and application of manures. Sowing. Irrigating the fields. Harvesting.

Working in the vegetable gardens and the orchards.

Feeding the animal and looking after their hygiene.

PUBLIC WORKS DEPARTMENT TRAINING

I.—Theoretical (Lectures)—

Importance of engineering, civil, mechanical, etc. in nation building. Principles of road alignment. Drainage as applied to roads. Ordinary road maintenance. Execution of earthwork. Broad

Principles of road construction. Principles of sitting residential quarters. Lay-out of villages with facilities. Sanitation of villages. Maintenance of villages houses. Principles of irrigation. Construction of canals. Maintenance of canals. Need of proper planning in Urban Development.

II.—Practical—

Maintenance and construction of kachcha and pucca roads. Execution of earthwork. Repairing of village houses. Improving sanitation of villages. Construction and maintenance of canals.

TRAINING IN DRILL

I.—Squad drill—

Standing to attention. Standing at ease. Standing easy. Dressing. Turning to the right. Turning to the left. Turning about. Right Incline. Left Incline. Numbering. Length of pace and time in marching. Position in marching. Marching in quick and slow time. Halting. Stepping out. Stepping short. Marking time. Stepping back from the halt. Changing steps when on the march. Changing step when marking time. Marching in double time. Halting from double march. Double mark time. The side step, closing to the right or left. On the march turning to the right, turning to the left, turning about, right incline, left incline.

II.—Saluting—

At the halt saluting to the front, to the right and to the left, at first by numbers and then by judging time. Saluting to the front, right and left when on the march.

How to salute without a head-dress.

How to salute when marching in a party and when the party is at the halt. How to salute when a party is sitting and an officer passes by.

How to deliver a message to an officer.

III.—Platoon drill—

Numbering. Dressing. Advancing and retiring in line. Moving to the right and left. Wheeling.

IV.—Company drill—

Falling in close column of platoons. Forming line from close column and vice versa. Advancing, retiring, moving to the right and moving to the left in column of route.

V.—Battalion drill :

Falling in mass. Forming line from mass and vice versa. Advancing, retiring, moving to the right and moving to the left in the column of route. Battalion in close column of companies forming line and vice versa.

VI.—March discipline—

Marching to attention. Marching at ease. Dressing and covering up. Proper distances to be maintained. Marching by the left of the road. Paying of compliments on the march. Halting. Falling out. Falling in again. Water discipline.

VII.—*Guards and Sentries*—

Guard mounting. Dismissing a guard. Turning out a guard for inspection. Compliments of guards. Posting, relieving and movements by sentries and marching reliefs. Challenging by sentries.

MUSKETRY TRAINING

The tactical use and capabilities of the rifle. Elementary mechanism and Trigger Pressing. Daily cleaning. Loading and unloading. Lessons in Aiming. The lying position. Firing on short range with .22 Rifle, grouping and application with and without rest. Adaption of Fire Positions to suit cover. Individual Fire Discipline Training. Firing with .303 Rifle, with rest, on long range, grouping and application at 100 and 200 yards respectively. Cleaning before and after firing.

WORK IN ADULT EDUCATION

The cadets will work in the villages under the guidance of the Education Expansion Officer.

TRAINING IN VILLAGE CONDITIONS

Knowledge of rates of land revenue and rent, watering charges and local rates.

Elementary knowledge of Bedakhli.

Knowledge of village sanitation (especially pertaining to preventable diseases), village administration and village panchayats.

Knowledge of ordinary documents such as Rukka (Pronote), Tamassuk (bond), Kerayanama (rent-deed), Rehan-nama (Mortgage-deed), Vakalatnama (Pleader's certificate), Janwaron ki hulia (sale deed of animals), Khewat (revenue paper), Khatauni (list of tenants), Jamabandi, Naksha (plan of locality).

MOTOR DRIVING TRAINING

Components of a motor vehicle. Cooling. Petrol system. Ignition. Steering. Brakes and clutch. Gears and transmission. Safety first rules. Signs and signals. Practical lessons in driving.

Note for the Cabinet
SCHEME FOR SOCIAL SERVICE.

145 (74)

144

While considering the attitude to be adopted by Government over Sri Vedarathnam Pillai's resolution, the Cabinet suggested that I should present a scheme for Social Service which may be adopted by Govt. 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 wellnigh 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 Govts. have tackled this question and the United Provinces Govt. also have come forward to insist upon a year of social service on all those who aspire for posts in Govt. 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 ~~of~~ 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 | (4) Adult Education |
| (2) Elementary Education | (5) Library work; and |
| (3) Secondary Education | (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 ~~and because of the 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 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 today 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.

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.

I was also told that in the present circumstances we should not make this qualification of Social Service an essential qualification for service in Govt. 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 Govt. 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 Govt. and Local Boards, their suggestion also may be tried for a short period of time, say 3 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 Senior Dy. Insp. of Schools with the necessary clerical staff to organise these classes as well as to distribute these candidates in these various centres. The Senior Dy. Insp. 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 Dt. Educational Officer's grade. He must be able to organise 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 U.P. Govt. also. I suggest Rs.25/- for post-sixth form candidates and Rs.35/- for graduates. The starting salary that we give to graduates under Govt. 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 Govt., by employing these people, will profit largely even when after paying this maintenance allowance. In fact there will be a saving for Govt. 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 Govt. 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, Govt. 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 Govt., this has got a great advantage of giving practical experience to those who want to take service under

148 -2-
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.

TSA
13-9-47
Minister for Education.

[H.E. The Minister of H.E. (Govt) from 23 to 26 of the month of Sept.]

77
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. H.M., L.A. "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. H.M. 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. H.M. Agri. "I think H.M. 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 H.M. Edn. such as:

- 5- 109
76
- (i) Harijan Uplift and Welfare;
 - (ii) Agriculture;
 - (iii) Improvement of Live Stock;
 - (iv) Rural Sanitation;
 - (v) Field-work required for Engineering Draftsmen;
 - (vi) Clerical work in any Department; and
 - (vii) General Propaganda.

(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. H.M. 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. 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 graduate as a minimum."

5. H.M. Public Health "The U.P. Government scheme of compulsory social service for graduates appeals to me very much. The proposal made by H.M. Education is worth trying. If the call for such social service is made by our respected leaders like Gandhiji, Nehru and C. Raja-gopalachari, 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.

150 -6-
The scheme may be tried on a small scale to begin with and gradually extended in the light of experience."

6. H.M. 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. H.M. 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. H.M. 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 H.Ms. may be incorporated in the scheme.

The suggestion given by H.M. (Agr.) 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 H.M. (IND.) about the course of training will also be considered when working out the details. He has recommended a salary of Rs.35/- p.m. for post-sixth form candidates and Rs.45/- p.m. 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 40 or may be retained as before as Rs.25 and Rs.35. The suggestions given by other H.M.s. 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)
29-10-47.

Extract from Commerce, 21 June, 1947.

151 (77)
COMPULSORY SOCIAL SERVICE IN U.P.

Scheme to start in September.
:::

"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 recognised by the Government, or for admission to training or technical institutions recognised or maintained by the Government". Thus observed the Hon'ble Sri Sampurnanand, Minister for Education and Finance, U.P. Government, referring to a scheme of compulsory social service for graduates in the course of his budget speech addressed to the U.P. 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, under-graduates may also be included in the scheme. The number of trainees may then go up to 6,000. With a view to organising 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 sq. miles in each centre. The main camp will be divided into four camps of 125 students each and these camps may again be sub-divided 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 U.T.C. will be utilised, 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 P.W.D. will lend its services to the trainees in the task of constructing kutchra 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 pick-axe, 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. Sampurananand 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 today. 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 today.

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 organisations 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.

*This
should be
ack. MS and
govt. secy.
3/1/43*

H. K. K.

158

"KEDEM"
HEBREW PALESTINE UNIT
ASIAN RELATIONS ORGANIZATION
P. O. B. 7041

80
"קדם"
אגודה עברית אסיאתית
לקשרי ידידות עם עמי אסיה
ת. ד. 7041

Ref. No.

243
JERUSALEM 6/11/47 ירושלים

Mr. T.S. Avinshiligam,
Minister for Education,
Government of Madras,
Madras, India.

Dear Mr. Avinshilingam,

In reply to your letter of
11th of September, I have pleasure
in forwarding you herewith the requested
information on the institution of
National Service for Jewish youth in
Palestine.

Should you wish to obtain
more detailed information, please let
me know.

Yours Sincerely,

Atvum
Dr. A. Bonne
(Acting Chairman)

It is the duty of every adult to give a year to National Service: students, after graduation from a secondary school; others, at the age of eighteen.

The National Service is conceived as an integral part of secondary school education, as an additional year of studies to be dispensed with only on medical grounds.

There are two forms of National Service: 1) Service within the Jewish Settlements Police. 2) Service in agricultural settlements. While most of the boys serve in the J.S.P., the girls join in agricultural work.

The work on the farms covers all branches of agriculture: field work, vegetable gardening, plantations, poultry farming, cattle breeding. The youths work first under the guidance of an old member of the settlement, who is in charge of the branch concerned, and after a while independently. In co-operative settlements there are also various domestic duties, be it in the kitchen, the laundry or in the yard. Our boys are engaged in this latter work only for a limited period not exceeding three months. In this way they do not become a burden to the settlement and perform all the duties required of them.

Graduates from trade-schools are placed in the settlements' workshops, so that they can keep on training themselves in their vocations.

The physically unfit are employed in sewing, in the nursery, etc.

The settlement supplies food and clothing to the serving youths and cares for their lodging.

The youths feel themselves, in general, as equals of the members of the settlement and take an active part in its social and cultural life.

The settlement pays no salary for the service rendered

WEEKLY NEWS LETTER.

From 7-12-47 to 13-12-47.

The Government of India have decided that the existing food policy should be revised and that the revised policy should provide for the progressive decontrol of food grains. In conformity with this basic policy the Government of India have advised the Provincial Governments and states that they should progressively reduce their commitments under rationing and controlled distribution. The Provinces will be free to fix the prices of food grains and the centre will not bear any losses resulting from increased prices. The control machinery is to be maintained in tact until the success of the policy has been assured. Announcing the revised food policy in the Dominion Legislature Dr. Rajendra Prasad, the Food Minister warned that if the experiment failed there would be no alternative to a more rigid control which would eliminate the trade altogether.

REACTION IN THE PROVINCES.

Following the announcement of the revised food policy, the various Provincial Governments have also announced their policies. The Central Provinces and Bihar, always an over-all surplus province have announced that all rural rationing schemes will cease to function by 1st of February and that all inter-district bans on movement of food grains will be removed from 10th of December. The Government of Bombay have decided to do away with commitments under rationing statutory and otherwise in respect of all the areas of the province, except greater Bombay and Ahmadabad, Poona and Sholapur cities with the effect from 1st January 1948. The West Bengal Government have decided to deration two areas of Burdwan and Midnapur districts with effect from 1st of January. Modified rationing will also be discontinued in all the areas with the exception of certain districts. The Government of East Punjab have removed price controls on Barley, bajra and Jowar. The rationing system will however be continued for some time. The Government of Assam are to continue monopoly procurement for the time being to fulfil their commitments and build up sufficient reserves to meet any emergency caused by eventual decontrol. The Government will however retain rice rationing only in towns of Shillong, Ganhati and Dibrugarh for some time.

TRAINING IN SOCIAL SERVICE.

The Government of the United Provinces have decided that with the effect from 2nd January no graduate unless he possesses in diploma in social service will be eligible for employment under Government or local bodies or any institutions aided by the Government. Accordingly the first training camp under the social service scheme sponsored by the Government will commence from 15th of January. The camp lasts for 10 months, and the course of training has been divided into two parts, academic and practical. The former will consist of lectures on economics, political science, sociology, psychology, painting, music, adult education, W.P. Tenancy and Labour Laws, history, geography etc. The practical training includes physical training, scouting, training in forest work, agriculture, P.D. work, Shooting, motor driving.

PEASANT TO BE THE PROPRIETOR OF AGRICULTURAL LAND.

The East Bengal Government, it is learnt is having under consideration a scheme aiming at peasant ownership of all agricultural land as opposed to state ownership. This scheme is expected

164
-2-
to be incorporated in a fresh bill for the abolition of permanent settlement. It is felt that this will provide the necessary initiative to the tiller of the soil to put forth his best efforts. The former Bill aimed at mere abolition of the Zamindari system and substitution of the state as the superior of land which would have only meant a change of masters without creating any personal interest for the ryot in the development of the land.

A NAVAL PLAN.

The Government of the United Provinces, assisted by the Government of India and the neighbouring Provincial Governments will put into operation a scheme described as the largest land reclamation plan through mechanisation in the East outside Soviet Russia. This scheme envisages bringing 100,000 acres of waste land overgrown with jungle and tall grasses under plough within 5 years. The plan will be confined to Ganga Khadar and Terai regions. The Government of India have agreed to help in bearing the expenditure on heavy land reclamation machinery and the operating staff etc. The expenditure for one year is expected to be Rs. 50 lakhs and 50,000 acres of land is to be turned up.

U.P.'S LEGISLATION TO SOLVE MANURE PROBLEM.

With a view to overcome the difficulties in pushing through their compost making drive which has been already launched in October last and the results of which show that with the exception of 3 or 4 districts 100% success has been achieved, the Government of the United Provinces are contemplating to bring legislature before the Assembly during its next session. According to this legislation the Government will assume powers to acquire all fallow land for the digging of pits and also to make peasants dig the pits and according to Government's plans. This will also enable the Government to take over pieces of land lying vacant alongside the main roads. The peasants will also be forced to dig such pits in their compounds or where they keep their cattle. The results of the drive launched in October show that each of the 4 lakhs pits dug is likely to yield 60 maunds of compost for almost no cost. The total yield is expected to be about 73 lakh maunds at a production cost of Rs. 500/-

DETECTIVE SQUADS TO TRACE BLACK-MARKETEERS.

During the debate on "The U.P. prevention of Black Marketing BILL" which gives the Government power to detain a black marketer for 6 months without trial subject to appeal to a tribunal, Mr. C.B. Gupta disclosed that voluntary detective squads are being organised by him for tracing black marketers and to give him direct information about these black marketers. He also said that black marketers would not be arrested on police information only but on reports of citizens themselves.

FOOD AND DECONTROL.

The issue of food and decontrol continues to be the main subject of criticism in the local press during the current week, the Mail writing as many as 3 leading articles on the subject. Commenting on the Revised Food policy of the Madras Government the paper says "--- If there was lofty motive behind this decision to decontrol food grains, it might be possible to defend it. There is not. The saving of money, the ending of expenditure on food grains is the true motive -- They are taking grave risks in which we repeat the stakes are the peoples' well being and the very life of the poorer classes".

165
-3-
The same paper in its issue of 11th of December vehemently criticises the statements of Dr. Rajendra Prasad and Dr. Rajan, the former of which gives a threat to the trading community that if the experiment fails there can be no alternative to a rigid control which eliminates trade altogether and the latter charges the ryots for growing commercial crops instead of food crops. "Dr. Rajan has a poor case as has Dr. Prasad and both are to be pitied" says the paper -- "They continue to talk of safety-valves as if these existed! It is sheer nonsense to talk at one and the same time of the machinery being kept in being while using its personnel on other jobs". The paper concludes that the speeches will convince the public that both in their hearts do not like the decontrol policy.

"The Hindu" of 11th December says, the Government of India have acted wisely in leaving the question of fixing the prices to the Provincial Governments. It calls upon the Provincial Governments to concentrate now on the attainment of self sufficiency in regard to food by resorting to efficient methods of farming and extending to the ryot the facilities which every advanced country in the world does to its farmers.

"The Indian Express" thinks that the Government of Madras has reacted to the decision of the Government of India in a very strange manner by deciding to discontinue controls immediately in the rural areas of Ceded Districts though the Government of India have expressly stated that control will continue for the time being in respect of rice, paddy and millets. The best course for them, in its opinion would have been to further lighten up procurement and rationing rules so that even areas that are only informally rationed now may be guaranteed the stipulated supply.

"The Liberator" criticises the revised food policy of the India Government "as a business conspiracy" which only gives encouragement to millionaire investors rather than to the agriculturists.

"The Free Press" welcomes the revised food policy of the Government of India which in its opinion is based on a careful, circumspect and scientific study by experts of the problem of food supply in all its changing aspects and which has not been taken in a light hearted manner.

"AGE OF RETIREMENT".

Commenting on the recent Gazette announcement notifying grant of extension of service for one year to a high official on the administrative side of the education department, "The Hindu" of 11th December suggests that the Government should seriously consider whether it would not be more satisfactory to raise the age of retirement than to give extensions to individuals at the discretion of the department. "It would be a serious loss" the paper further observes "If the comparatively few men who are now in service should be retired simply because they have reached 55 - Men of ripe experience and flair for research are not in the Universities of Europe regarded as being past their work when they reach the age of 55. The most fruitful period of activity is supposed to begin for them at about that age".

"TO ENSURE BETTER FARMING".

"The Mail" dated 10th of December draws the attention of the Madras Government towards the "Uncultivated Land (Imposition of penalty) Regulation" of Pudukkottah, introduced in 1942, which enables the Government to impose a penal assessment on land owners who

166
2-4-

without reasonable cause either do not cultivate land or fail to cultivate it properly and also to the recent proclamation of the Maharajah of Cochin, empowering the Government to impose fines on such farmers as leave any of their paddy land uncultivated. The paper says "The Madras Tenants Protection Act" passed in 1946 does not prevent neglect and misuse of lands by inefficient tenants. Large areas all over the Madras Presidency are sporadically cultivated as a result of indifference on the part of pattadars or tenants or of disputes between them. There is no better remedy for bad husbandry or neglect of land than that provided in the British Agricultural Act of 1947".

C.V. Hanumantha Rao,
Director of Information & Publicity.

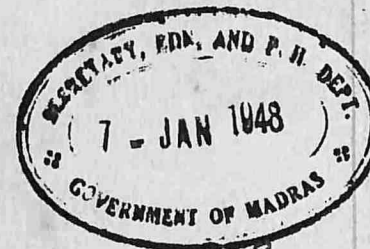
k/17/12.

Ans.

Secretary, E. & P.H.

Please see the paragraph under the heading 'Training in Social Service' in U.P. This may be put in the relevant file.

H.M. Education.



*To want
filed with
add it to
the file
affiliated
to. W.
12/1/48*

ETPH (G3)
Please see portion marked *R*
on p 1 ante and the minutes of
H.H. (Edu) ~~on~~ p above. The main file
relating to Social Service Scheme
has been sent to the Municipal
Private Secy to H.P. on 21.11.47. This
may be added to it on its return.

*all
10/1/48.
B*

168 B

ASW
43
26 FEB 1948
GOVERNMENT OF MADRAS

14444

GOVERNMENT OF MADRAS
SECRETARY
26 FEB 1948

169

86

Extract from the proceedings of the informal meeting of Hon'ble Ministers held on the 26th February 1948:-

"Scheme of social service drawn up by H.M.(Edn) was discussed and further consideraion was postponed."

(True extract)

Alagunnam
Private Secretary to the
Hon.the Premier.

To the Secretary, E.& P.H. Dept.

170

of the letter to H.E. the Governor-in-Council, Fort
St. George, dated 7.9.47. from Sri.M.C.Natha Chettiar, M.L.A.

(copy to be sent)

Private Secretary to the
Hon. the Minister.

To the Governor, M.L.A. Dept.

Copy of the letter to H.E. the Governor-in-Council, Fort
St. George, dated 7.9.47. from Sri.M.C.Natha Chettiar, M.L.A.



Respectfully request, that the following matters may kindly
be considered and proper action taken by the authorities concerned
and that I may be advised as to the results:

C.P. Government has ruled that social service by
applicants is necessary to qualify for appointment.

* * *

Public(Election) Department.

Copy of the letters may be given to the concerned departments
for necessary action.

J.I.Arputhanathan.
Assistant Secretary to Government.

To, The Public(Services) Department.

Public(Elections) U.O.No.4082/47-2.
16.9.47.

Public(Elections) Dept.

Forwarded /By Order.

ESP.H. V.O.

S. Sundaran
Superintendent.

172

Copy of the letter to H.E. on p. 1 ante. The M.L.A. suggests that as the C.P. Government has ruled that social service by applicants is necessary to qualify for appointment.



Public (Ser.) Dept. 28 SEP 1947

Public (Ser.) Dept.

Copy of the letter to H.E. on p. 1 ante. The M.L.A. suggests that as the C.P. Government has ruled that social service by applicants is necessary to qualify for appointment.

Public (Ser.) Dept.

Public (Ser.) Dept.

Public (Ser.) Dept.

Forwarded by Order.

Reported.

173

Public (Ser.) Dept. 28

Please see the item at A in the copy of letter from Sri M.G. Natesa Chettiar to H.E. on p. 1 ante. The M.L.A. suggests that as the C.P. Government has ruled that social service by applicants is necessary to qualify for appointment, proper action should be taken in this Govt. on the same lines. It is submitted that in the rules prescribed for appointment recruitment to the various services and posts under this Govt., there are no rules requiring 'Social Service' for any appointment. Even if it is desired to be considered to have social service as one of the essential qualifications for recruitment to public services, there are no colleges and other educational institutions in this province having 'Social Service' in their curriculum. No action seems to be necessary on this. May be

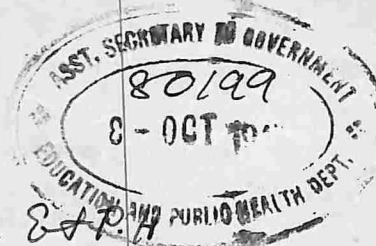
lodged.

I saw a file on this subject recently. It is I believe an E + B 4 Sept file. Please

29/10/47

Verify this ¹⁷⁴ and transfer to the Dept.
current to the Dept.

to
1/10/47



no
for

G3

It has been ascertained from E.P.H. that there is a L.A. Resolution on the subject pending in that department and that ^{the} connected file has been circulated to H.M. (Home). This may be transferred to that department.

M.M.
4.10.47

7.10.47
L+P.H.
(G3)

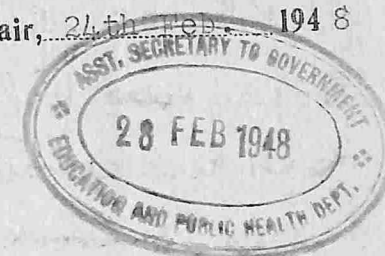
E.P.H. (G3)

Please see W 1-4 ayle. The subject of introducing social service as a qualification for service in Govt. aided local board schools is under the consideration of Govt. the file is now with H.M. (H.M.). No action is called for this. Ray be added to the main file and removed from circulation.
1/10/47
12X7

All official letters, packages etc., should be addressed to the Registrar by designation and not by name.

175/47-12-11-47-10,000.
ANDHRA UNIVERSITY

Waltair, 24th Feb. 1948



TELE { GRAMS: "UNIVERSITY", WALTAIR
PHONE: VIZAGAPATAM No. 8.

No. C1-3843-47

Encl.

From THE REGISTRAR, ANDHRA UNIVERSITY.

To The Secretary to the Government,
Education and Public Health Department,
Fort St. George, Madras 9.

14902
Sir,

Sub: Legislative Assembly--Resolution No.6--
By Sri A.Vedaratnam Pillai, M.L.A.--
University--one year of free social service before the award of Degrees.

I have the honour by direction of the Vice-Chancellor to invite your kind attention to this office letter No.C1-3843-47 dated 29-7-1947, and to request you to kindly let me have an early reply thereto furnishing the necessary information on the points raised therein.

MSD

K. J. Srinivas
Registrar.

P.T.

176

E.H.H.(53)

Please see the letter on p1 ante.
 The ~~file~~ file on the subject was
 circulated to H.H. (Edn.) on 1/3/48.
 This ~~will~~ may await its return
 till 10/3/48.

rel
 2/8/48
 85
 2.3.48

3.3.48

20930/48

E.& P.H.(G.3)

177

Letter/Ref.No. 45224 E3/48 d Edn., dated 14/4/48 (90)

To

The Registrar, Andhra University, Waltair.

Sir,

Sub:- L.A. ~~Question~~ Resolution No.6 by Sri A.Vedaratnam
 Pillai, M.L.A. - University - One year of free
 social service before the award of Degrees.

Ref:- Your letter No.C1-3843-47 dated 24-2-48.

I am directed to state that the points raised in
 the questions forwarded with
 your letter No.C1-3843-47 dated 29.7.1947 were noted and that
 subsequently a modified scheme has been under consideration and
 that therefore it is ~~not~~ considered ^{not} necessary to answer the ~~var~~
 various points raised therein.

Y.O.S.,

rel
 12/4/48
 85
 12.4.48

12.4.48

PP17-21 of

P1759

1332
14/4bpy
16.4.48

178
CUTTING FROM THE 'INDIAN EXPRESS' D/3-5-48.

Compulsory Rural work by Students.

Mysore 'Varsity Council's Approval.

The Mysore University Council has approved of the recommendations of the Special Committee constituted by them regarding rural reconstruction work by University students, whose report was placed before the meeting of the Senate.

The report, 'inter-alia' stated that the object of the University Council in trying to tackle this problem was a noble one as by field work the students would get an opportunity to study real rural problems on the spot and a sense of social service and dignity of labour would be imbibed in them. If the students took up this work with earnestness they would have done real service to the socially, economically and educationally backward masses inhabiting the rural parts of the State and thus, to a certain degree, repaid the debt they owed the general tax-payer.

The main feature of the scheme was the compulsory aspect of service. As for men students, the Committee has recommended that the work should extend over a period of six months, spread over a 4 years of degree course and out of this, one month in camps and five months in field work. As for lady students, the training would be for 4 months, also compulsory. The committee had felt that it was not possible for the University to undertake the work of imparting training and the only agency through which the work could be done was the Rural Development Department of the Government.

In the first year, the number to be trained might be restricted to 4,000 and all the degree course students and some of the Senior Intermediate students might be selected for training. The total cost for the first year would be Rs.2 lakhs.

In addition to a monthly allowance of Rs.10 to every student, lady students would receive an extra allowance of Rs.10 per month towards conveyance. As regards training to lady students, the

2.

Kasturba Gandhi National Memorial Trust has been requested to give the necessary training and, in this connection, Srimathi Yeshodhara Dasappa had agreed to depute suitable teachers. The teachers of the Colleges might also be required to undergo training.

The Committee hoped that the young enthusiastic and educated band of workers would prepare the ground for amelioration work by changing the mental outlook of the apathetic and ignorant masses for beneficial reforms.

Copy.

Letter/Ref.No. 3297693/48-1 E.& P.H.(G.3)
Edn., dated 8/5/48

To
The Registrar, University of Mysore,
Mysore.
Sir,

Sub:- University - Mysore - Compulsory rural work
by students.

It is seen from the Indian Express of the 3rd
May that the Mysore University Council has approved a
scheme regarding compulsory rural reconstruction work by
the University students. I am to request that a copy
of the scheme containing the detail may kindly be ~~fornt~~
forwarded to this Govt.

Y.O.S.,

US
7/5/48
8/5/48

7.5.48

GOVERNMENT OF MADRAS
PUBLIC (INFORMATION AND PUBLICITY) DEPARTMENT

Extract from The Indian Express
of Madras, dated the 3rd May 1948

**COMPULSORY RURAL
WORK BY STUDENTS**

**Mysore Varsity Council's
Approval**

The Mysore University Council has approved the recommendations of the Special Committee constituted by them regarding rural reconstruction work by University students, whose report was placed before the meeting of the Senate.

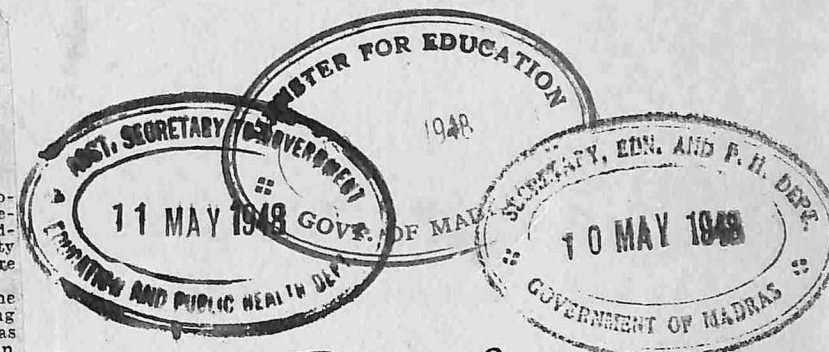
The report, 'inter alia,' stated that the object of the University Council in trying to tackle this problem was a noble one as by field work the students would get an opportunity to study real rural problems on the spot and a sense of social service and dignity of labour would be imbibed in them. If the students took up this work with earnestness they would have done real service to the socially, economically and educationally backward masses inhabiting the rural parts of the State and thus, to a certain degree, repaid the debt they owed the general tax-payer.

The main feature of the scheme was its compulsory aspect of service. As for men students, the Committee has recommended that the work should extend over a period of six months, spread over 4 years of degree course and out of this, one month in camps and five months in field work. As for lady students, the training would be for 4 months, also compulsory. The committee had felt that it was not possible for the University to undertake the work of imparting training and the only agency through which the work could be done was the Rural Development Department of the Government.

In the first year, the number to be trained might be restricted to 4,000 and all the degree course students and some of the Senior Intermediate students might be selected for training. The total cost for the first year would be Rs. 2 lakhs.

In addition to a monthly allowance of Rs. 10 to every student, lady students would receive an extra allowance of Rs. 10 per month towards conveyance. As regards training to lady students, the Kasturba Gandhi National Memorial Trust has been requested to give the necessary training and, in this connection, Srimathi Yeshodhara Dasappa had agreed to depute suitable teachers. The teachers of the Colleges might also be required to undergo training.

The Committee hoped that the young, enthusiastic and educated band of workers would prepare the ground for amelioration work by changing the mental outlook of the apathetic and ignorant masses for beneficial reforms.—F.O.C.



24727 To Mr. Secy
E+PH.

The anniversary may be
addressed to send us a copy
of this scheme.

15A
9.5-48

Same as PPI-2 aut

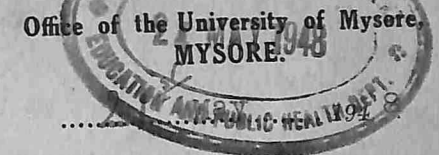
E+PH (G3)

Please see the paper cutting above,
and the minutes of ^{already} H (Edn). A copy
of the scheme has been called for
from the University of Mysore—vide
letter outp. 3 of idt. This may be
lodged added to the linked file.

21
12/5/48
85
12-5-48

12/5/48 5
12/5/48

Tel. Address : ' UNIREG.'
Telephone : No. 277.



No. G4.1216/46-47.
Encl.

FROM

D. S. GORDON, Esq., M.A., LL.B., B.T., A.M., DIP. EDN.,
Registrar, University of Mysore,
MYSORE.

TO

Sri M.V.Subramanian,
Secretary to the Government of Madras,
Education & Public Health Department,
Fort St.George, Madras.

Sir,

Bank With reference to your letter No.32976-G3/48-1.Edn. dated 8th May 1948, I am directed to state that the University appointed a Committee to draft a scheme to provide for Rural Reconstruction work by the students of the University.

The scheme has been approved by the University Council but sanction of Government thereto is to be obtained. The scheme is therefore not yet published. A copy of it has been, however, sent by the Vice-Chancellor to the Hon'ble Sri T.S.Avinashilingam Chettiar, Minister for Education, Government of Madras, confidentially for his personal information in response to his request.

I have the honor to be,
Sir,
your most obedient servant,

K.S. Mutha
21/5/48
FOR REGISTRAR,
Absent from Headquarters on duty.

M.20

8
186
D.O. No. G4-1216/46-47.

Encl. one

Adeeb-ul-Mulk

M. SULTAN MOHIYUDDIN,

Vice-Chancellor.

Dear Sir,



(camp) MYSORE Bangalore

Dated 15th May 1948

Confidential

I have received your letter of 3rd May 1948 enclosing a news-paper cutting regarding the Scheme of Rural Reconstruction Work by the students of this University and asking for an authoritative report of the plan.

The University appointed a Committee to draft a scheme to provide for Rural Reconstruction Work by the students of this University. A copy of the Report prepared by this Committee is enclosed herewith for your personal information. The scheme has not yet been published.

The scheme has been approved by the University Council but sanction of Government thereto is to be obtained. It is the intention of the University to introduce the scheme from the ensuing academic year i.e. 1948-49.

Yours sincerely,

The Hon'ble Sri T.S. Avinashilingam Chettiar,
Minister for Education,
Government of Madras, Madras.

UNIVERSITY OF MYSORE.

Copy of D.O. No. 54 dated 2-4-1948 from Rajamantrapravina Mr. H.B. Gundappa Gowda, B.A., B.L., President, Legislative Council, Public Offices, Bangalore, to the Vice-Chancellor, University of Mysore, Mysore.

96

In pursuance of the resolution constituting a Committee to draft a scheme of Rural Reconstruction Work, the Committee held four meetings. The last one was a combined meeting consisting of ladies to consider the nature of training to be given to lady students and the field work to be allotted to them.

The question was considered at length. It was felt that the object of the University Council in trying to tackle this problem was a noble one as it aims to afford an all round training to the students enabling them to rise to full heights of citizenship. By the field work recommended by the Committee they are given an opportunity to study rural problem on the spot, and a sense of social service and dignity of labour would be imbibed by them. If they take up this work with earnestness it can be hoped that they would have done a real turn to the socially, economically and educationally backward masses inhabiting the rural parts of our State. They will have thus to a certain degree repaid the debt of gratitude they owe to the general tax payer for the amenities they are provided for their higher studies.

The main feature of the scheme, the Committee considers, is its compulsory aspect of service to be rendered. Though latterly Rural Reconstruction is talked of widely, it is one of the most difficult problems to be tackled with either by the sympathetic public or by the Government, and this has been realised by seasoned workers in the field. The young, enthusiastic and educated band of workers should prepare the ground for amelioration work by changing the mental outlook of the apathetic and ignorant masses for beneficial reforms. The Committee felt that nothing short of compulsion would be beneficial to parties concerned.

This was endorsed and welcomed by the lady members who were invited specially to give the benefit of their considered views in the matter. We have effected some differentiation in the kind of training, the period of training and the field work between the men students and lady students.

It may be said that we are proposing to tread a new field of work not tried so far. I feel glad to forward the scheme of Rural Reconstruction as recommended by the Committee for suitable action in the matter.

97

191

Recommendations of the Committee.

1. The Committee felt that it was not possible for the University to undertake the work of imparting training to the students. The only agency through which the work could be done was the Rural Development Department. The training should be given by the Rural Development Officer and the Organization working under him.

2. The Rural Reconstruction work by students should be compulsory. So far as the men students are concerned, the Committee resolved that the work should extend over a period of six months spread over the 4 years of the Degree Course. Out of the six months, one month would be for the training of students in camps and five months for field work. The training in camps will have to be given during the vacation period.

3. As regards the training and the items of work that will have to be gone through by the students, the following may be prescribed:-

I. Village Panchayat Administration.

1. Raising the standard of Village Panchayat Administration and imparting civic duties.
2. Good supply of drinking water and satisfactory drainage.
3. Improvement of village sites and opening out roads in the village according to a definite plan.
4. Weekly tidying up of the village.
5. Maintenance of tanks.
6. Safeguarding of village lands from encroachment.
7. Planting of village thopes with useful trees.
8. Regular registration of marriages, births and deaths by the village officers.
9. Allotting separate plots for manure pits, cart-stands, vegetable and fruit gardens.
10. Setting apart play-grounds.

II. Education.

1. Increasing the number of school-going children.
2. Opening of adult schools.
3. Opening of Libraries.
4. Scouting and village sports.

III. Agriculture.

1. Propaganda and demonstration of "better farming" methods, including supply of good seeds and implements.
2. Subsidiary rural industries suited to the locality, such as Bee-keeping, Poultry-farming and Dairying.
3. Kitchen gardens and rearing fruit plants in the back-yards of houses.
4. Improvement of live-stock, etc.,
5. Improvement of Gomal lands by growing Napier grass etc.,
6. Better methods of conserving manure.
7. Planting fuel trees.

IV. Health.

1. Sanitation.
2. Vaccination.
3. Prevention of epidemic and infectious diseases.
4. Education about social diseases, leprosy, consumption, etc.,
5. Putting up of public latrines and allotment of sites for depositing farm-yard manure.
6. First Aid.

V. Industries and Commerce.

1. Sericulture, hand-loom weaving and other cottage industries.
2. Introduction of standard weights and measures.

VI. Co-operation.

1. Rural Credit.
2. Marketing of village produce.

VII. General.

1. Maintenance of temples.
2. Reading of Puranas like Ramayana and Mahabharata, etc.,
3. Conducting of harikathas and village dramas.
4. Collecting of Rural Songs.
5. Village Defence and Vigilance Associations.
6. Prevention of litigation by a Committee of village elders.
7. Thrift--Reduction of unnecessary and extravagant expenditure on marriages and other festivities and ceremonies.
8. Temperance movement.
9. Mass prayers in the villages.

4. The field service of five months by the students should be done either at a stretch or by instalments of not less than one month at a time, and the field service has to be rendered in one place during the entire period of service.

5. The work would be effectively done by batches of not less than 2 and not more than 12.

6. The work so done by the students has to be certified as satisfactory by the Rural Development Officer, the Amildar or such other officer as might be authorised in this behalf. No such certificate will be given to students who do not complete the work satisfactorily.

7. In the first year the number to be trained ~~may~~ may be restricted to four thousand. All the degree students and some of the Senior Intermediate students may be selected for the training during this period.

8. As regards the expenditure, the Committee was of the opinion that as the training was only for four thousand students in the first year, the expenditure under this head would stand reduced to 2 lakhs of rupees.

(Details to be worked out under the heads, board and lodging, remuneration to staff, T.A. etc.,)

9. The teachers of the Colleges may also be required to undergo training. They will exercise disciplinary control over the students during the period of training and they will act as Liason Officers as well, between the University and the Rural Development Department.

10. The question of having a public examination on the subject was discussed and it was resolved that no examination was necessary.

Regarding expenditure required for the scheme, the following details of expenditure were approved. There are about eight thousand students in the Colleges. The first year training will be for 4000 students. All the students of the Degree Course and such of the Intermediate Course students who would be anxious to undergo training will make up 4000. In the subsequent years, the figure of 4000 would be adhered to. The provision for expenditure for the above number is worked

out as follows. This will be recurring expenditure.

i) For the training period of one month.

<u>For Boarding.</u>	
	for boarding
At the rate of Rs. 30/- per student for 4000 students.	Rs. 1,20,000.
Lodging.	20,000.
Remuneration to teachers	5,000.
Miscellaneous	5,000.
Total Rs.	Rs. 1,50,000.

ii) For the field Service period of five months.

Rs. 10/- per month per student for 5 months.	2,00,000.
Total Rs.	3,50,000.

It was decided that a sum of Rs. 3,50,000/- be allotted for the purpose instead of Rs. 2,00,000/-.

The last meeting was attended by some of the ladies who were specially invited to offer their suggestions as regards the place of lady students in the Rural Reconstruction Scheme formulated by the Committee.

The Chairman explained the importance of the Rural Reconstruction work for the girl students of the University and requested the lady members to help the Committee to formulate definite proposals in regard to the scheme. The lady members welcomed the general proposals and they were in full agreement with the scheme, considered and drafted by the Committee. Certain additions were suggested by the members and they were accordingly included in the list of items.

After some discussion the following decisions were taken:-

1. The Rural Reconstruction Work for the lady students should be compulsory as in the case of men students.
2. It was agreed that the work should extend over a period of 4 months spread over the entire University Course of four years. Out of the 4 months, a period of one month would be the period of training, and the remaining 3 months would be the period of service in rural areas. The work may be done during the vacation period.
3. As regards the question of organisation through which the work could be done, it was agreed that Kasturba Gandhi National Memorial Trust may be requested to take up this work. (In this connection Mrs. Yeshodhara Dasappa kindly agreed to assist in deputing suitable workers for the various centres of training provided suitable facilities are provided. She suggested that the field work for lady students could be arranged to be done by the above trust agency.)
4. It was agreed that conveyance allowances should be given to all the girl students for field service in addition to the monthly allowance of Rs. 10/- per month per student.

5. As regards the training and the items of work that will have to be gone through by the girl students the following were prescribed:-

I. VILLAGE PANCHAYAT ADMINISTRATION.

1. Good supply of drinking water and satisfactory drainage.
2. Weekly tidying up of villages.
3. Setting apart play-grounds.
4. Teaching of civic responsibilities.

II. EDUCATION.

1. Increasing the number of schoolgoing children.
2. Opening of adult schools and Nursery schools.
3. Opening of Libraries.
4. Scouting and village sports.

III. AGRICULTURE.

1. Subsidiary rural industries suited to the locality, such as Bee-Keeping, Poultry-farming and Dairying.
2. Kitchen gardens and rearing fruit plants in the back-yard of houses.
3. Better methods of conserving manure.

IV. HEALTH.

1. Sanitation.
2. Vaccination.
3. Prevention of epidemic and infectious diseases.
4. Education about social diseases, leprosy, consumption, etc.,
5. Putting of public latrines and allotment of sites for depositing farm-yard manure.
6. First Aid.
7. Maternity and child welfare.
8. Dietics and Cooking.

V. INDUSTRIES & COMMERCE.

1. Sericulture, handloom weaving and other cottage industries.
2. Introduction of standard weights and measures.
3. Tailoring.

VI. CO-OPERATION.

Marketing of village produce.

VII. GENERAL.

1. Maintenance of temples.
2. Reading of Puranas like Ramayana and Mahabharata, etc.,
3. Conducting of Harikathas and village dramas.
4. Collection of Rural songs and singing of songs.
5. Village Defence and Vigilance Associations.
6. Prevention of litigation by a Committee of village elders.
7. Thrift-reduction of unnecessary and extravagant expenditure on marriages and other festivals and ceremonies.
8. Temperance movement.
9. Mass Prayers in the villages.

Notes.

The Vice Chancellor of the Mysore University has forwarded a scheme of Rural Reconstruction Work by students of that University. The Scheme itself was drafted by a Committee appointed by the University for the purpose, but the scheme has not yet been published. It is proposed to introduce the scheme from the beginning of the year 1948-49.

According to the scheme, Rural Reconstruction work shall be compulsory for all University students. The scheme itself shall be undertaken not by the University but by the Rural Development Department and shall be controlled by the Rural Development Officer and the organisation under him. The period of work shall extend over six months spread over the four years of the Degree Course, of which one month shall be for the training of students in camps and the five months for the field work.

The following items of work and training are to be prescribed:

1. Village Panchayat Administration, consisting of social service to the community in the village and educating the community in their civic duties.

2. Education: Opening of adult schools, libraries, village sports and increasing the no. of school-going children.

3. Agriculture, consisting of modern farming methods, encouragement of subsidiary industries like bee-keeping, poultry, dairy etc, and live-stock, etc.

4. Health - First aid, sanitation, vaccination, prevention of epidemics and infectious etc. diseases, putting up public latrines, etc.

5. Cottage industries like Sericulture, handloom weaving and the introduction of standard weights and measures.

6. Co-operation - Rural credit and marketing of village products.

7. General - Recreation and entertainment. vigilance associations, temple management, etc.

The field service shall be rendered at one stretch or by instalments but shall be at one place; ~~prefer~~ the workers shall work in batches. At the end of the work, the Rural Development Officer shall certify the work as satisfactory.

The teachers in colleges may also be required to undergo training. They will exercise disciplinary control over the students during training and will act as liaison officers between the University and the Rural Dev. Deptt.

The agency for work to be done by lady students is recommended

to the Kasturba Gandhi National Memorial Trust. The items of work and training for lady students are more or less those for men except slight modifications here and there to suit them. The period of work in the case of ladies shall be 4 months, one month for training and 3 months for ~~field~~ field work.

It is proposed to pay the students at Rs.30 p.m. during training and at Rs.10 p.m. during field work.

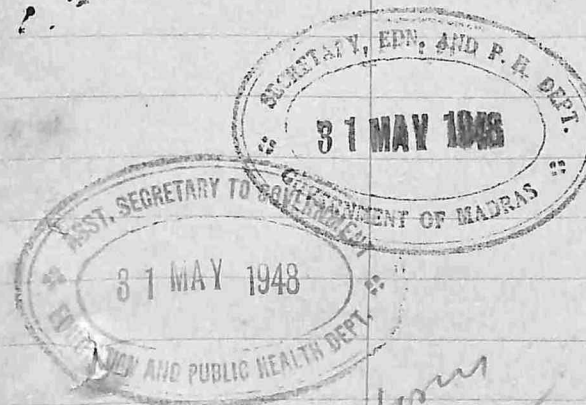
KPT 25/5/48

Secretary, E.& P.H.

Please see herewith the Social Service Scheme from C.P. This may also be put in the relevant file for reference if necessary.

ISA
19.5.48
H.M. Education.

40199



to it form
m

since added (x) above. Please see the minutes of H.M. (Edn) above. The paper may be added to the LF.

rel
31/5/48
3.6.48

to b. l. ex

EX-14(53)

Notes.

H.M. Education, (C.P.) has forwarded the Social Education Scheme, the syllabus for the scheme and an appeal issued to the public. They have started 400 camps and it is stated that the results achieved will be supplied when the final report is ready.

The object of the scheme is mainly two-fold: (1) Education for Citizenship or social education and (2) Education for enlightenment. According to the scheme, there shall be a Provincial Advisory Board for Social Education which shall advise Government on all matters relating to the planning and campaigning of social education. The Board itself shall be advised by two expert committees, one for Education for Citizenship and the other for Education for Enlightenment.

To put on programme, the decisions of the Board, there will be a Creative Centre which will issue monthly magazines, weekly bulletins and other reading materials for adults together with general literature. This Centre will also deal with production of films for social education of all forms.

The Executive work of the scheme shall consist of 3 centres, Provincial, Divisional and District, the last of them being the backbone of social education, organised by an additional District Inspector of Schools.

Agencies. The Agencies for Education for knowledge, i.e. adult education proper, shall prepare the adults for brief and practical examinations at the end of their course. These examinations shall be conducted by the Social Education Committee of the PrantiyaShikshan Mahavidyalaya, Jabbalpore who shall award the certificates to successful candidates.

Every teacher in a school shall coach up not less than 2 adults for these examinations on a payment of tuition fees.

Every student in a school or college shall, as a condition precedent to admission for an examination, produce a certificate of having trained two illiterates.

Volunteer organisations and other societies, study circles etc. shall also take up this work.

The Agencies for Education for Citizenship shall be through mobile units, through teachers in elementary and middle schools, the teachers themselves being trained for the purpose through Refresher Courses, and volunteer and other organisations. Bazaars, public places and festivals

204 shall be used for oral and visual instruction in Citizenship training.

Trg. and Research Centre.

Teachers under training shall be taught, the latest methods of ~~social~~ social education.

Special training shall be given to workers in adult education for Citizenship.

A Psychological Department will carry on constant researches and experiments.

RRT 20/5/48



2055
D.O.No. 2220/S.E./49-XXI.

Nagpur.

10th May 1948. (104)

Dear Shri.Avinashalingam,

I am very much thankful to you for your letter, dated the 26th April, 1948. I am enclosing the Social Education Scheme, the syllabus and the appeals issued. A list of places where the camps are opened is also enclosed. There are about 400 camps throughout these Provinces. The results achieved by these camps will be supplied to you as soon as the final report is prepared.

Enclosures:Six

Yours sincerely,

S. V. Kulkarni

The Hon'ble Shri.T.S.Avinashalingam,
Minister of Education, Fort St.George,
Madras.

w 7
105

GOVERNMENT OF THE CENTRAL PROVINCES AND BERAR
EDUCATION DEPARTMENT

SOCIAL EDUCATION SCHEME

I.—SOCIAL EDUCATION

Ordinarily, adult education is mistaken for instruction of a formal nature confined to reading and writing and some general knowledge. In consequence, the activity in the sphere is limited by the personnel and opportunities such as libraries and supply of newspapers. The scope of adult education is thus severely restricted and the pace of its development is slow. As a matter of fact, social education is incomplete unless the individual acquires realistic appreciation of his social environment and consciousness of his role in the dynamic society. It is by an awakening and reorientation of the adult mind that society can be organised on a new and healthy basis. A fuller conception of social education must lay special emphasis on training for democracy. To train men to live usefully and effectively in a good State is the best of education. It is essential to the very life of a State that the masses should be made conscious of their responsibilities in a State which is responsible to them. It is not invariably necessary that education for such life must be preceded by training in literacy. Knowledge of reading and writing is no doubt of great help in training in democratic living; but it is not altogether unavoidable. Education for life may not wait till full literacy is obtained.

II.—OBJECTIVES

2. Social education properly conceived has two important aspects.
viz.,—

- (i) Education for citizenship or social education.
- (ii) Education for enlightenment and living.

The objectives of social education may be stated thus:—

- (a) to acquaint the people with the everchanging currents in the social, economic and political life, and to instil in them a faith in themselves and in the future of the country;
- (b) to inspire them to take in living interest in the affairs of the State and its programme of development and in the many problems of social reconstruction;
- (c) to make them understand the significance of the period of transition and its dangers and to train them to organise and to combat anti-social activities;
- (d) to teach them to live happily in peace with other neighbours and to unite against elements which tend to disintegrate social life;
- (e) to educate them to live a healthy life; to keep homes and surroundings clean, and to make social life useful and enjoyable;
- (f) to train them to organise the economic and social life on a co-operative basis and to instil in them in a practical way their responsibilities for social and national security; and
- (g) to organise campaigns to eradicate illiteracy among the masses as expeditiously, as possible.

3. A comprehensive conception of social education makes it abundantly clear how it is vital to the existence and progress of the society and how risky it would be to restrict the scope of the scheme or to delay its operation.

III.—DIRECTION CENTRE

4. It is essential that there should be a Provincial Advisory Board for social education, constituted every five years, to advise Government regarding all matters concerning planning and campaigning of social education. This Board must meet once in a year at least in the month of May to plan for work to be undertaken in the following new financial year. The Board may meet oftener to discuss and to advise Government on such matters as may be referred to it. This Board will constitute the Centre which will advise Government on all matters relating to the direction of activities connected with adult education.

IV.—NERVE CENTRE

5. This Board should have the advice of two permanent expert committees—one for Education for Citizenship and the other for Education for Enlightenment. These two committees should consist of men with experience, vision and ability to initiate. These committees will meet more frequently than the Provincial Board and render expert advice in their respective spheres. They will advise the Advisory Board in matters relating to general policy and the department in matters relating to its implementation. In a sense they will be the nerve centres of the social education programme.

V.—CREATIVE CENTRE

6. It is essential that there should be a very strong centre for creating material necessary for the implementation of the policy laid down by the Advisory Board and the suggestions made by the permanent sub-committees. The ideas have to be translated into various media of exposition which would be most suitable to enable understanding of them by the people. To this end a creative centre is proposed consisting of the following branches:—

(a) For Production of Literature

It will be necessary to flood the province with a constant supply of suitable literature which will be essential for all forms of social education. What is proposed to be undertaken shall be:—

(1) *Monthly magazine*.—A monthly magazine in the two important languages of this province which will be published on the lines proposed by the Advisory Board. The object of this magazine would be to keep the reading public informed of the programmes of development in this province and outside and various other matters of current as well as cultural interests.

(2) *Weekly bulletins*.—In the scheme proposed there will be a large army of workers who will be working out the policy laid down by the Board. It is essential that these workers must be constantly fed with ideas. They must have talking points as well as directions for their activities. They must also know how work is being done in other parts of the province and outside the country. This is one of the key provisions in the scheme for social education.

(3) *Reading material for adults*.—A large number of adults who will be initiated to the tools of education, viz. reading and writing, must have something to follow up which would enable them to have faith in these tools as a means of securing better understanding of the world around them. If they learn to read, they must have more material for reading and a constant supply of this is essential. It will be for the nerve centre to advise how this should be done.

(4) *General literature*.—It is essential that some encouragement should be given to the production of the right type of literature which is of vital significance to the life of the nation. At present it will be found that while there is almost flooding of markets with literature in certain branches, there is very little production in other branches where the sale of books is likely to be meagre, e.g., in scientific and technical subjects and matters relating to national and international economic affairs. It is essential that all forms of literature which is essential to keeping the reading public informed of the modern currents in the world affairs and in the field of culture should be produced and its production encouraged. New talents that are working in the uncharted seas but in profitable directions should receive assistance and encouragement at the hands of the State. In this connection production of something in the line of "The New Writing and Day-light" in England and a magazine of the type of "The Polemic" should be organised. It will be impossible for any centralised organisation to direct the production of such literature but it will be well within its means to initiate, suggest and encourage in all ways possible. There must be some nucleus supported by the State which must lead to the development of literature urgently needed by the country.

For undertaking all the work of the production of literature, there should be a separate organisation consisting of a chief editor with vision and merit and several editorial sections. The following sections are visualised:—

(1) A section which would deal with the state policy and programme and arrange the publication of material in various ways to enable proper appreciation by the public of the moves adopted by government from time to time.

(2) A section specialising in all matters relating to social and economic position of the province and the country, particularly in relation to national and international developments. This section will in particular be charged with the responsibilities of diverting the attention of the people from narrow, ephemeral topics, which have become the obsession in the field of political thinking, into more vital affairs, e.g., social, economic and problems of security on which depends the very existence of the State.

(3) A section for dealing with cultural affairs, e.g., general science of interest and value to the people, literature which is essential for the well-being of the people, such as preparation of dramas, songs, bhajans, etc.

(4) Another section for production of literature for the adults who have just learnt reading and writing and have to follow it up by useful reading material.

(5) A section for managerial work which would deal with all matters connected with advertisement, publicity and for arranging publication through other periodical journals than those produced by this department.

(b) Production of Films

This branch will deal with all matters relating to production of films for the purposes of social education of all forms. In the first instance, we must have camera-men and film-men for taking documentaries. We should also have central organiser who will be attending to all matters relating to production of the right types of films, writing of scenarios, arranging for preparation of films with well-established film companies and their exhibition through picture houses in this province and through the executive agency of the Social Education Department. He will also have to arrange for economic production of films on inter-provincial basis. This department will also require a small managerial staff.

240

4

(c) Art and Statistical Section

One of the most effective methods of visual education today is through posters and through statistical illustrations. This has developed almost into a fine art. It is essential to have a small section for this to illustrate effectively and convincingly the ideas which have to be put across.

VI.—ADMINISTRATIVE CENTRE

7. The Honourable Minister for Development is in charge of the Department of Publicity as well as of Social Education. This department will have two sections, one devoted to general administrative problems concerned with the programme of education and creation of material necessary for it, and the other which will deal with matters relating to educational publicity and propaganda, oral and visual education. In dealing with the creative centre a close liaison with all departments in general and with the Publicity Department in particular will be very necessary.

VII.—EXECUTIVE CENTRE

8. There shall be three executive centres of the social education programme:—

(1) *Provincial centre.*—This section will consist of the Director of Public Instruction, assisted by four mobile units, two for Hindi and two for Marathi districts. Each of these units will consist of a field worker, a mechanic driver, cleaner, operator and a clerk for accounts and correspondence. It will also have a bus properly fitted up with cinema projectors, generators, loud-speakers etc. These units could be flung into action wherever the urgency of the situation demands. They will be in charge of the Director of Public Instruction who will decide what use to make of them. He will also consult the Director of Information and Publicity in order to co-ordinate the activities of the two departments. The field workers should be specially trained men in the art of propaganda and publicity and should keep themselves abreast of the latest developments in all spheres of the life of the State. In their spare time at headquarters, they will be constantly studying and keeping close contact with the production centre.

(2) *Divisional centre.*—At the divisional headquarters it is proposed to establish community homes for culture and for the organisation of adult education in all forms. It is proposed that these centres will also be centres for circulating libraries in the division. The four divisional headquarters must have a suitable building with museum, a small art gallery, archaeological exhibits, library etc. All this should be in charge of a Chief Organiser who will be constantly arranging programmes of further education of the educated, social education for all through lectures, films and other forms of publicity, and education for literacy for those who need it. He will also arrange for recreational and sports activities. This centre will have a librarian in charge of the divisional and a circulating library, a curator for the museum, a director for the art section and a set of musicians. Necessary complements of the clerical staff also need to be provided.

(3) *District centres.*—The district centre will be the real backbone of social education. It is proposed that this work should be organised by an Additional District Inspector of Schools in each district. He will work through the agency of the Assistant District Inspectors of Schools. All Assistant District Inspectors of Schools in the district will do the work of social education according to the plan. In order, however, to give relief to the inspecting staff it is proposed that two Assistant District Inspectors

5

of Schools should be provided in each district. The Additional District Inspector of Schools will have a mobile unit in his charge. He will act on his own initiative and will be guided by directions from the centre and advice of the District Advisory Board.

He will be fed by ideas by the bulletins and other literature issued from the centre. His work will consist of:—

- (a) Organising social education for literacy through the agencies suggested in subsequent paragraphs. He will also organise and arrange for adult literacy certificate examination. He will sign the adult literacy certificates.
- (b) He will set up volunteer organisation all over the district to do the work of adult education for literacy as well as for citizenship. It is visualised that he will, through his workers, contact educated people living in the remotest part of the rural area and create nucleus of volunteer organisations. He will also arrange for the formation of the dramatic clubs, bhajans and kirtan mandalis, lectures, tours etc. Especially, he will organise recreational activities and in particular, sports, tournaments, akhadas and other organisations.
- (c) He will keep contact with the public opinion and keep the centre informed of their woes as well as needs.
- (d) He will organise visual education and oral education, through films and other agencies. This officer will need the assistance of all the departments working in the districts and on the status which is given to him by government will depend the success of the scheme of social education and publicity. If the needs of social education are fully realised, this officer must be given proper status.

VIII.—AGENCIES

A.—Education for Enlightenment

9. (1) The detailed programme for education for enlightenment has been admirably worked out in the report of the Social Education Committee of the Prantiya Shikshan Mahavidyalaya, Jubbulpore. This committee has proposed brief and practical examinations for the adults who have received education, and award of certificates to them. These certificates will be a great incentive to the learners and also provide a measure of tangible progress in the field of adult education. All agencies connected with the field of education for enlightenment should be directed to prepare the adults for this certificate examination.

(2) It should be the compulsory part of duty of all teachers in all kinds of schools to undertake social education. Each teacher must at least show that at the end of the academic year he has taught two illiterates and enabled them to acquire Social Education Certificates. This is the minimum that should be expected of the teacher as his normal duty. Every teacher shall be paid Rs. 2 for every male and Rs. 5 for every female who is taught by him and who secures the social literacy certificate. Assuming that there are 15,000 teachers in the province roughly, the output of fairly well-trained adults would be 30,000 every year. This of course would be the minimum progress. Teachers will be encouraged to teach larger number of adults. The money incentive as well as the missionary spirit will, it is hoped, make them train adults on a very large scale. To enable the teachers to undertake this work every school in this province shall be equipped with a set of books, slates, etc., necessary for carrying on the work of adult education and will be provided with contingencies necessary for doing the work of social education.

(3) *Conscription of students in schools and colleges.*—Every student in schools and colleges who appears for any public examination should, as a condition of admission to the examination, produce certificate of two illiterates trained by him. If this is done and assuming that on an average about 12,000 students take the examination every year, one may count on the education of 24,000 adults. Besides this, and perhaps along with this, 244 students in high schools and colleges should be expected to do social service for at least a period of two months in accordance with a properly conceived plan. On a very conservative estimate 5,000 pupils can be sent for work in the villages every year in batches of twos and more in accordance with the size of the village and asked to complete the minimum of education of all adults in the village within a period of two months. The selection of the villages for the purpose and the direction of the educational programme will be done by the Additional District Inspector of Schools. It is estimated that the stay of each pupil for two months will cost at least Rs. 100.

(4) *Volunteer Organisation.*—The institution of volunteer organisation should be encouraged by the workers. Educated men should set up nucleus for the dissemination of social education and they should be assisted by Government with funds and other means if they fall in line with its programme. Particularly in villages wherever there is a nucleus of educated persons, organisation should be set up for recreational, educational and social activities. These volunteer organisations should receive guidance in the matters of their functioning through bulletins issued from the centre and advice from the local staff.

(5) *Other organisations, e.g., clubs, societies, study circles, etc.*—All of these should be encouraged to take up the work of adult education for enlightenment.

B.—Education for Citizenship

(1) The mobile unit will be one of the main agencies for education for citizenship. Most of this education will be visual and oral. Intensive oral education is most effective. The Additional District Inspectors of Schools will also be provided, if funds permit, a full set of 16 m.m. films with the assistance of which they will be able to show such films as are provided by the centre.

(2) It is proposed that 1,000 teachers in primary and Indian middle schools who have special talents should be specially trained for doing this work in their spare time. They will receive training in refresher courses for the purpose and will be fed constantly with ideas through the bulletins. For doing this work in spare time they should be given an allowance of Rs. 10 per mensem. This would be the permanent organisation of the department in the interior for the work of education for citizenship. As far as possible one teacher in each Nyaya Panchayat centre will be selected for the purpose and entrusted with this type of work in the area served by the Nyaya Panchayat.

(3) *Volunteer Organisation.*—It will be one of the duties of the Additional District Inspector of Schools in charge of social education to set up volunteer organisation which will, through various means, arrange for social education for citizenship. They will arrange for touring parties to visit places and disseminate ideas of social significance and value. It is visualised that the Additional District Inspectors of Schools will tackle educated men living in the interior and through them educate the rural society.

(4) *Other Organisations.*—Such as study circles, societies such as the art, literary, dramatic, etc., akhadas and tournament committees, exhibition committees will need to be created all over and assisted in their job. These, if properly handled can be made useful tools for education for citizenship. How exactly this would be done will be a matter for the nerve centre to decide. In fact every opportunity available in the interior should be availed of for furthering adult education for citizenship.

(5) *Community Centres.*—Such as Bazars, kirtans and bhajan mandalis, festivals, etc. should be utilised for the purposes of furthering adult education. The District Inspector of Schools in charge of social education will have to make abundant use of such community centres for training in democracy.

IX.—TRAINING AND RESEARCH CENTRE

10. (1) All Normal Schools and Training Institutions will be asked to provide for the methods of training adults as a necessary part of the syllabus for training teachers. This training will be essentially practical. This would ensure that all teachers turned out by the training institutions will know the latest methods of social education.

(2) It will, however, be necessary to provide for very special training workers for adult education for citizenship. This training should be undertaken by the special psychological staff of the Prantiya Shikshan Mahavidyalaya, Jubbulpore. The nature of training to be imparted will be determined by a committee consisting of the Director of Public Instruction, the Director of Information and Publicity, the Psychologist and the Principal, Prantiya Shikshan Mahavidyalaya, Jubbulpore, and two experts nominated by the Provincial Government.

(3) The Psychological department will also be entrusted with the task of carrying on constant researches and experiment in the field of adult education for citizenship and enlightenment. In all leading countries researches in this field are considered to be essential and it will be a gain to exploit the department that is available for this purpose.

11. No attempt is made to enlarge upon the methods of organisation and of training the adults. This is a matter which will be attended to by the nerve centre and the various proposals will be in accordance with the changing needs of the time. The main object of the programme of social education will be to adjust social life in accordance with the social ideology. This is vital to the very security of the State, particularly during the transition period. This education is considered to be of greater significance than any other measure directed towards ensuring the security of the country. From this particular point of view the great work done in England during war-time by eminent Professors, Sir Richard Livingstone, C.E.M. Joad and McMurray will be recalled. In the hour of emergency the Brain Trust of England found it essential to organise intensive social education to maintain the morale of the people and to safeguard their interests. This type of education, as is proposed, should be considered as a matter of vital national emergency.

214

215
(109)

SYLLABUS FOR THE FIRST STAGE IN SOCIAL EDUCATION

1. Recitation—

Marathi Area.—

- A.—At least five abhangas.
- B.—At least five bhajans.

Hindi Area.—

- A.—At least five choupai from Shri Tulsikrit Ramayana.
- B.—At least five bhajans.

2. Reading.—*Printed matter.*—Primer and one supplementary reader of the primary (Grade I) standard.

3. Writing.—Writing simple words and sentences consisting of words of not more than four letters each.

Writing from self expression or dictation—The following must be included in writing :—

- (i) Writing one's own full name.
- (ii) Writing names of nearest relatives, village, tahsil and district in which one lives.
- (iii) Writing of very simple letters.
- (iv) Writing of address, filling in money order form and receiving a money order, etc.

NOTE.—The standard in reading will be considerably higher than the standard in writing

4. Arithmetic—A.—*Oral and Practical*—

- (i) Counting up to 100.
- (ii) Idea of 10, 100, 1,000, 10,000 and 1,00,000.
- (iii) Addition and subtraction tables up to 10.
- (iv) Multiplication tables from 2×10 to 10×10 .
- (v) Idea of $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.
- (vi) Idea and recognition of—
 - (a) Maund, pansari, seer, half seer, pau, chhatak and tola.
 - (b) Currency notes of Rs. 10, 5, 2 and 1.
 - (c) Rupee and change of a rupee.
 - (d) Inch, foot and yard.
 - (e) Girha and yard.
 - (f) Bigha and acre.
 - (g) Local measure of grain.
 - (h) Furlong and mile.
- (vii) Idea of profit and loss.

B.—Written—

- (i) Writing of numbers up to 500.
- (ii) Addition and subtraction (answer not to exceed 300).
- (iii) Multiplication and division by one digit number (answer not to exceed 300.)
- (iv) Idea of jama and kharch.
- (v) Simple every-day-life problems involving use of not more than two operations.
- (vi) Use of rekha in writing Rs. as. p.

5. General Science—(a) Health and Hygiene—

Principles of healthy living—regularity of life, exercise and rest.

What makes good diet?

Value of milk, fruit and vegetables.

Precautions in the three main seasons:—against exposure in winter, wetting in rains and sunstroke in summer.

• Healthy habits of life.

Value of cleanliness of body, clothes and surroundings.

Value of light and ventilation.

Dangers from dirty water, stale food, flies and mosquitoes.

How to purify water and how to minimise mosquitoes. Contiguous diseases and value of segregation.

Epidemics and their prevention—plague, cholera, typhoid, malaria.

Maternity, pre-natal and post-natal care, child-rearing.

(b) Geography—

Four cardinal points and how to find them during day and during night.

Idea of life in one's own village, tahsil, district, province and country.

Name of the nearest railway station.

Main products and occupations of the people of the region.

Idea of imports and exports of the village.

Value of work, hand-made and swadeshi goods.

(c) Agriculture.—

Soil and how to enrich it.

Value of sunshine and water.

Conquest of nature by man.

Value of live-stock and how and why to take care of them. Value of cowdung as manure.

Holding and economy, co-operation and its advantages.

Friends and foes of agriculture and agriculturist.

(d) Every day Science.—

Sun, the life giver and the great disinfectant.

Rust and how to protect articles against it.

Days of the week, months of the year (Indian and English).

6. Civics.—

Value of healthy and happy atmosphere at home.

Value of co-operation and understanding.

Proper care of children and their education.

Dangers of drinking.

Dangers of indebtedness.

Respect for law and order.

Meaning of self-government.

Value of vote.

The Gram Panchayat.

The Nyaya Panchayat.

Local board.

District council.

Municipal committee and legislature.

Independence and its meaning.

Duties of the citizens towards the State.

Value of co-operative societies and banks.

Name and location of nearest school, Police station, post office, dispensary, hospital, veterinary hospital, co-operative bank, social centre, social education centre and agriculture farm.

Value of queue system.

TESTS

A. Recitation—5 marks.

B. Reading—(a) Reading aloud (from printed book or paper).—A simple passage of about 40 words of the standard of grade I reader—25 marks (20 for correct reading and 5 for proper pauses.)

(b) Silent reading.—Comprehension of a passage of about 40 words. The passage to be read in five minutes. Comprehension to be tested orally—10 marks.

(c) Extra reading.—Credit should be given for extra books read. One mark for every five pages up to a total of 10 marks.

C. Writing—(a) Dictation of a simple passage on familiar subject not exceeding 20 words—20 marks.

(b) Practical use of writing, e.g., ability to write address, fill a money order form, receive a money order etc.,—10 marks.

(c) Ability to write a chit or letter conveying a message (about 20 words)—20 marks.

D. Arithmetic—(a) Oral and practical test—

(i) Test in addition and subtraction tables—5 marks.

(ii) Test in multiplication tables—5 marks.

(iii) Test in recognition of coins, weights and measures—5 marks.

(b) Written.—

(i) Test in the use of rekha in writing Rs. As. P.—5 marks.

(ii) Two very simple but direct sums on addition and subtraction, multiplication and division—10 marks.

(iii) Two very simple problems for every day life involving not more than two operations—10 marks.

(iv) One very simple sum on jama and kharch—5 marks.

(v) One very simple sum on profit and loss—5 marks.

E. General Science—30 marks.—Six simple questions (one at least from each section) 5 marks (each).

F. Civics—20 marks.—Four simple questions—5 marks (each).

NOTE.—Questions under E and F should as far as possible be such as concern the life of the examinee intimately.

General Notes.—(1) The tests should be very simple and brief. (In order to pass, the examinee shall obtain not less than 30 per cent of the aggregate marks.)

(2) Written examination which should be common for a set of examinees should ordinarily take $1\frac{1}{2}$ hours (30 minutes for language and 45 minutes for arithmetic).

Oral test will be individual and should ordinarily take—

Ten minutes for reading.

Ten minutes for arithmetic.

Ten minutes for General Science and Civics.

तमसो मा ज्योतिर्गमय

APPEAL

TO THE

TEACHERS AND STUDENTS

OF

EDUCATIONAL INSTITUTIONS

To Mobilise for War against
Ignorance and to make the
Country Safe through Education

By

THE HON'BLE PANDIT DWARKA PRASAD MISHRA
Minister of Local Self-Government

On the education of the people, the fate of the people depends

22/2

112
221

APPEAL

[To students and staff of high schools, colleges and other educational institutions in the province]

Government are deeply concerned with the appalling illiteracy, ignorance and poverty of the people. No true democracy can function unless the vast masses of the people are properly educated. The programmes of national development and reconstruction are arrested mainly owing to the ignorance of the people. The countries in which the bulk of the people are uneducated are bound to remain centres of national and international insecurity. Education of the people is the first pre-condition of national development and prosperity and of building a safe future for the country.

2. The responsibility of educating the uneducated people rests on those who themselves had the good fortune of receiving education. The pace of progress of education of the ignorant masses will be determined by the number of educated people who can be mobilised for the war against ignorance. Unfortunately, in this country the number of educated people is by no means large and until every educated talent does his duty towards the country, the task of educating the masses will be impossible of achievement. Government are considering various ways of harnessing all educated people in the gigantic task of educating the masses. One of the measures under consideration of Government is conscription of the services of the teachers and students for the purpose. Pending final decision on this measure, which will depend largely upon the co-operation of other educational authorities, Government earnestly appeal to the students and members of the staff of schools and colleges to volunteer their services for educating the people of the country.

3. Government propose to hold Social Education Camps in a certain selected villages in each tahsil of the province during the next summer vacation with the object of completely liquidating illiteracy in those villages and educating the people. Those members of the staff and students who volunteer to serve in this great cause will be

sent to these villages in groups sufficiently large to annihilate totally illiteracy obtaining in them. Arrangements for their stay will be made by Government. The number of centres in each tahsil will depend upon the number of volunteers who join the crusade against illiteracy.

4. For the purpose of the scheme of Social Education the term "illiterate adult" will mean a person between the ages of 14—40 who has not passed the Primary Certificate Examination. Government have approved of a very simple syllabus for the education of the adults. The syllabus is so simple that a person who has passed class VII of an Indian Middle School or an equivalent or higher examination can teach it. Government have also approved of a brief, simple and practical test for those adult illiterates who have been taught according to the course prescribed. Those who pass this test will be awarded the Adult Education Certificates. Possession of the Adult Education Certificate will be the minimum requirement of education of all in the province. Those who volunteer their services for this campaign will be expected to teach the adults on the lines of the prescribed course and to enable them to pass the Adult Education Certificate Examination.

5. The Department of Education will make arrangements for provision of books, slates, lights and other necessary contingent requirements. The volunteers will be paid their expenses of travelling to the village centre and back and arrangements for free boarding and lodging will be made for them at the village centres.

6. True Education is through social reconstruction and attention to mere removal of illiteracy will make the work formal, abstract and unreal. While provision of the tools of education is an inescapable aspect of Social Education, it is by no means its end. The aims of Social Education, approved by Government, are indicated below:—

- (a) to acquaint the people with the ever-changing currents in the social, economic and political life and to instil in them a faith in himself and in the future of the country;
- (b) to inspire them to take a living interest in the affairs of the State and its programme of development and in the many problems of social reconstruction;

- (c) to make them understand the significance of the period of transition and its dangers and to train them to organise and to combat anti-social activities;
- (d) to teach them to live happily in peace with their neighbours and to unite against elements which tend to disintegrate social life;
- (e) to educate them to live healthy life; to keep homes and surroundings clean, and to make social life useful and enjoyable;
- (f) to train them to organise the economic and social life on a co-operative basis and to instil in them in a practical way their responsibilities for social and national security; and
- (g) to organise campaigns to eradicate illiteracy among the masses as expeditiously as possible.

7. The volunteer camp in the selected villages will, in addition to the work of combating illiteracy, be expected to achieve the above aims as best as possible. The Department of Education will indicate how this work will be planned and done within the brief duration of the summer camp.

8. In this connection Government wish to recall its decision that the teachers in primary and middle schools of the province will be given a reward of Rs. 2 for each adult male and Rs. 5 for each adult woman whom they teach and enable to pass the Adult Education Certificate Examination.

9. National emergency in any country demands the services of its youth. No State can suffer delay in matters which are likely to weaken the nation and thwart its economic and social progress. In the name of the country and its people Government appeal to the staff and students of schools, colleges and other educational institutions to help Government in the cause of educating the people. Government are confident that the youth of the country will not fail the state in the war against ignorance of the people.

10. A register of volunteers is opened in the office of the Director of Public Instruction, Central Provinces and Berar, Nagpur. All volunteers are requested to enrol themselves for this work in the office of the Director of Public Instruction before the 5th of April 1948. Men and women volunteers both will be welcome. No one need volunteer who has not completed the age of 16 on the 1st April 1948 and who has not passed the class VII examination of an Indian Middle School or an equivalent examination. Forms for application can be had from the nearest office of the District Inspector of Schools or Divisional Superintendent of Education.

11. Government shall feel most grateful to those who volunteer in this cause

D. P. MISHRA,
The Hon'ble Minister for
Local Self-Government
Central Provinces and Berar.

FORM OF APPLICATION

For enlisting volunteers for conducting courses for social education during the summer of 1948

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

CENTRAL PROVINCES AND BERAR

I offer my services voluntarily for a period of about six weeks during the coming summer months for conducting the courses proposed to be organised by Education Department for teaching illiterate adults. I shall abide by the rules prescribed for conducting the camps for the purpose and shall follow the instructions of the officer-in-charge of the camp.

2. The required information is given below :—

Yours obediently,

Date

194

Signature.

[P. T. O.]

115

APPEAL TO THE EDUCATED MEN AND WOMEN OF THE C.P. AND BERAR
BY THE HON'BLE PANDIT DWARKA PRASAD MISHRA, MINISTER FOR
SOCIAL EDUCATION

To

The Educated Men and Women,
in the Central Provinces and Berar.

The Provincial Government view with profound concern the appallingly high percentage of illiterates in the Province- 88 % of the total population- and realise that illiteracy and ignorance of the masses will not merely impede economic efficiency and social development of the people but also adversely effect social security. While Government are anxious to put into effect large and expansive programmes of industrial and agricultural development and of the physical and social well being of the people, Government are aware that full benefits cannot be derived from them without active, intelligent and organised co-operation of the people, which in turn depends on the education of the vast masses which at present are steeped in ignorance. Poverty and suffering among the people cannot be eradicated nor can their life made happier and more efficient unless the avenues of knowledge are thrown open to them and they are able to participate in the human experience through the written word. Government realise that not only the success of the great democratic experiment in this country but also the very independence of the people of the country, which has been won by their heroic struggle, depends upon the education of the vast masses of people. Every illiterate and uneducated person is a social danger more so in a dynamic and democratic society.

2. Government have planned large scale measures to combat illiteracy in the province and to educate the people. One of the important measures is the following. A simple

1. Name of applicant in capital letter. Mr./Mrs./Miss

2. Resident of—

P. O.

Village/Town

Tahsil

District

3. Age on 1st April 1948

4. Academic qualifications

5. Present address in full

6. Name of tahsil and district in which the applicant is willing to work.

7. Whether he is prepared to go to any other tahsil or district than the one mentioned in item 6.

Date.....194 .

Signature

278

A simple syllabus has been approved by Government for the illiterate adults- that is, those persons between the ages of 14 to 40 who have not passed the primary certificate examination. The duration of the adult education course is of five months, assuming that the adult will receive education for one and half to two hours each day on the working days of the week. With more concentrated effort and better methods of teaching, the duration of the course can be reduced still further. After the completion of the course, the officers of the education department will hold a brief test and the successful candidates will be awarded the Adult Education Certificate. Possession of the adult literacy certificate should be the minimum criterion for literacy in these provinces and Government desire that all adults in these provinces, male and female, who have had no opportunity of education or had insufficient schooling should be helped to study and acquire the Adult Education Certificate.

3. It is impossible for Government to undertake this gigantic task without the active co-operation of all educated men and women in these provinces and of the public spirited citizens. Government is taking measures necessary to mobilise and harness every available talent in the provinces to fight the war against illiteracy. Teaching the illiterate adult is being made a compulsory additional duty of all teachers, of all stages, in all kinds of educational institutions. The High School Education Board has been directed, and the Universities in the province requested to make some tangible adult education work a necessary condition of admission of candidates to the examinations held by these bodies. This appears to be at the moment the most practicable form of "conscription" to wage war against illiteracy. This, however, is not sufficient. Government desire that all educated men and women in these provinces should, regardless of their normal occupation, join the ranks and shoulder this great social responsibility.

116

"each one shall teach two every year" - that is to teach and enable two illiterates to obtain the Adult Education Certificate. Government expect that in this great task the people will not fail their Government.

4. Government also request public spirited citizens to organise societies to assist the work of adult education. Government will assist societies which organise and conduct work on the lines of the plan for social education with a device and, to a certain extent, with funds. The local administrative staff of the education department will render all possible help in the organisation of adult education societies. Government expect that in the various parts of the large cities, and even in the remotest corners of these provinces, such societies will be set up to serve the cause of social education.

5. Government realise that the most essential aspect of the scheme is to enlist the support of the illiterate himself. He should be persuaded and inspired to receive education and to attend classes regularly. Government expect that schools, colleges and adult education societies will help in making a survey of the illiterate adults in each locality, organising adult education classes for them at most convenient times and places and carrying on intensive propaganda among them in favour of their receiving education. In this cause great help is expected of industrialists, factory owners, malguzars, farm holders, and all those that employ a large number of illiterate persons. They should help, ~~XXXXXXXXXXXX~~ not only by providing facilities for education of their illiterate employees; but by providing a variety of inducements to the illiterate workers to receive education. In carrying out this task, the agency of the department of education will always be available for help.

6. Government appeal to every citizen to do their bit in this great cause. War against ignorance will succeed only if every educated citizen shares the responsibility and Government invite him to fight the holy war against ignorance and to build a safe future for the country.

माननीय पंडित व्दारकाप्रसाद मिश्र मंत्री, समाजशिक्षा ने प्रांत के शिक्षित नरनारियों से अनुरोध किया है:

१. प्रांत के शिक्षित पुरुष तथा महिलाएं,

अपने प्रांत की "प्रतिष्ठित जनता अज्ञान की भीषण बंगुल में जकड़ी हुई है। जो स्थिति सरकार की दृष्टिसे गंभीर चिंता का कारण है। सरकार का विश्वास है कि निरक्षरता और अज्ञान जनता की आर्थिक उन्नति और सामाजिक विकास में ही बाधक नहीं होता, बल्कि सामाजिक जीवन की शांति और सुरक्षा पर भी उसका जन्यकारी प्रभाव पड़ता है। निश्चित है कि सरकार जनता की औद्योगिक और कृषिसंबंधी उन्नति उनके शारीरिक तथा सामाजिक विकास के लिए विशाल व्यय साध्य योजनाएं कार्यान्वित करने के लिए चिंतित है। किन्तु इन योजनाओं से पूरा पूरा लाभ तब तक नहीं उठाया जा सकता, जब तक हमारी जनता उस में क्रियात्मक, बुद्धिपूर्ण और संगठित सहयोग न देवेगी और यह सहयोग तब तक नहीं प्राप्त होगा जब तक जनता में अपने कर्तव्य की के चेतना नहीं जागृत होती। अपने उत्तरदायित्व तथा देश के सामूहिक उत्थान में अपने उत्थान की भावना तभी उत्पन्न हो सकती है। जब जनता का प्रत्येक व्यक्ति शिक्षित होगा और जीवन की सभी हलचलों से यथेष्ट रूप में परिचित हो जायगा। अतएव विकास की सभी दिशाओं में जो सफलता वांछनीय है, वह जनता की शिक्षा पर ही निर्भर है। किन्तु हमारी अधिकांश जनता अज्ञानता के अंधकूप में पड़ी हुई है। जब तक ज्ञान की सभी दिशाएं, जनता को सहज ही सुगम न हो जावेगी, तब तक दुःख दारिद्र्य नहीं मिटेगा और न जन जीवन सुखी और समर्थ ही बन जायगा। मनुष्य के अधिक अनुभव का लाभ तभी उठाया जा सकता है जब हमारी जनता साक्षर हो जाय। कितने पराक्रम और बलिदान से हमें स्वतंत्रता मिली है। यह स्वतंत्रता तभी फूलेगी और फलेगी जब हमारी अपार जनता शिक्षित हो जायगी, और तभी इस देश में जनसत्तात्मक शासन का सच्चा संचालन भी हो सकेगा। प्रत्येक निरक्षर और अशिक्षित व्यक्ति एक बड़ा सामाजिक खतरा होता है तथा गतिमान जनसत्तात्मक समाज में यह वितरण का और भी बढ़ जाता है।

२. सरकार ने जनता को शिक्षित करने तथा निरक्षरता का खंडन करने के लिए एक व्यापक योजना बनाई है। इस दिशा में एक महत्वपूर्ण प्रयास है। १४ से १० वर्ष की आय वाले प्रत्येक व्यक्ति जिन्होंने प्राथमिक परीक्षा का प्रमाणपत्र प्राप्त नहीं किया है, उन के लिए सरकार ने एक सरल सीधा पाठ्यक्रम तैयार किया है। यदि अपढ़ प्रौढ़ को राप्ताह में छः दिन में डेढ़ से दो घंटे तक प्रति दिन पढ़ाया जाये तो पाँच महीनों में इस पाठ्यक्रम के अनुसार वह

वह शिक्षित किया जा सकता है. इस से भी जल्दी उसे शिक्षित किया जा सकेगा, यदि प्रतिदिन अधिक समय लगाया जावे और शिक्षण कौशल से अधिक समय लिया जाय. पाठ्यक्रम की समाप्ति के अनंतर शिक्षा विभाग के अधिकारी एक संक्षिप्त परीक्षा का आयोजन करेंगे तथा सफल व्यक्तियों को प्रौढ शिक्षा प्रमाण पत्र दिए जावेंगे. इस प्रांत में साक्षर व्यक्ति की पहचान इसी प्रमाण पत्र की प्राप्ति से की जायगी. इसी लिए सरकार चाहती है कि प्रांत के सभी प्रौढ स्त्री और पुरुष, जिन्हें अभी तक शिक्षा का अवसर नहीं मिला अथवा जो अपर्याप्त शिक्षा पा सकेंगे, उन्हें इतनी शिक्षा अवसर दी जावे कि वे प्रौढ शिक्षा प्रमाणपत्र पाने के योग्य हो सकें.

३. असेमब्ल है कि सरकार अपने आप ही इस विराट कार्य को सम्पन्न कर ले. यह इतना बड़ा महत्वपूर्ण कार्य है कि इस में प्रांत के सम्पूर्ण शिक्षित स्त्री और पुरुषों तथा जनसेवी व्यक्तियों के क्रियात्मक सहयोग की आवश्यकता है. सरकार प्रयत्न कर रही है कि अज्ञानता के विरुद्ध छेड़े जाने वाले इस युद्ध में प्रांत के सभी शिक्षा संस्थाओं के सभी शिक्षकों को अनिवार्य रूप से प्रौढ शिक्षण का कार्य करना पड़ेगा और यह समय उनके साधारण कर्तव्य का एक अंग होगा. कल हाईस्कूल एज्युकेशन बोर्ड को आदेश दिया गया है और प्रांत की विश्वविद्यालयों से अनुरोध किया गया है कि उन के अंतर्गत परीक्षाओं में विद्यार्थियों को प्रवेश तभी दिया जावे जब वे प्रौढ शिक्षा का ठोस काम कर दिखावे. देश की वर्तमान स्थिति में यही एक उपाय है जिसके द्वारा शिक्षित वर्ग को वाध्य रूप से संगठित करके निरक्षरता के विरुद्ध युद्ध प्रोत्साहित किया जा सकता है. लेकिन इतने से ही काम नहीं चलेगा. सरकार चाहती है कि प्रांत की प्रत्येक शिक्षित स्त्री तथा प्रत्येक शिक्षित पुरुष चाहे वह कोई भी धंधा करता हो, प्रौढ शिक्षा के में हाथ बटावे और इस प्रकार एक महान सामाजिक उत्तरदायित्व का भार स्वयं संभाले. यदि प्रत्येक शिक्षित व्यक्ति गालमर में दो अशिक्षित प्रौढ जनों को पढ़ाने का काम ले लेगा तो सरकार समझती है कि उस व्यक्ति ने अपना कर्तव्य एक साल तक पूरा किया है. जिन्हें पढ़ाया जाय वे प्रौढ शिक्षा प्रमाण पत्र पाने योग्य होना चाहिए. आशा है कि प्रांत का शिक्षित वर्ग सरकार को इस महान कार्य को सफल बनाने में सहायक होगा.

४. जनसेवी नागरिकों से भी सरकार निवेदन करती है कि वे ऐसी संस्थाएं संगठित करें जो प्रौढ शिक्षण कार्य में सहायक हों. इन संस्थाओं को जो समाज शिक्षण योजना समिति कार्य करेगी, सरकार परामर्श द्वारा तथा किसी एक व्यक्ति तक आर्थिक सहायता देवेगी. स्थान स्थान पर शिक्षण विभाग के अधिकारी प्रौढ शिक्षण संस्थाओं के निर्माण तथा चालन में सहायता देवेंगे. सरकार को सब निश्चय है कि बड़े नगरों के विभिन्न भागों में तथा प्रांत के दूर दूर के कोने क

कोने कोने में इस प्रकार की संस्थाएं बनाकर समाज शिक्षण कार्य को उत्साह तथा गतिपुंदान की जावेगी.

५. सरकार जानती है कि इस योजना का सबसे महत्वपूर्ण अंग अनपठ व्यक्ति को आकर्षित और उत्साहित करना है. उसके हृदय में शिक्षा के लिए चाय पैदा करना है. उसे समझाना बुझाना और उस में उमंग भरना कि वह पढ़ने के लिए नियमित रूप से आता रहे यही बड़ा काम है. आवश्यक है कि शालाएं, कालेज और प्रौढ शिक्षा संस्थाएं प्रत्येक वस्ती के अनपठ व्यक्तियों की सूची बनावें. वहां उनके अनुकूल समय और ठीक स्थानों पर प्रौढ शिक्षण की कक्षाएं संचालित करें और निरंतर ऐसा आंदोलन चलता रहे जो अनपठ जन-समूह में शिक्षा पाने की लगन लौ पैदा कर दे. इस ज्ञान यज्ञ में उद्योगपतियों, कारखाने के मालिकों, मालगजारों, भूमिपतियों, तथा जो बड़ी संख्या में अनपठ मनुष्यों को नौकरी देकर रखते हैं, उन सभी बड़ी सहायता की आशा की जाती है. ज अपने अनपठ नौकर चाकरों को वे शिक्षण की सुविधाएं तो दें ही, साथ ही अनेक प्रकार के लाभ लाभ भी उन्हें दें जो उन्हें पढ़ने लिखने की ओर वाध्य कर दे. इस काम में सहायता जो सरकारी शिक्षा विभाग से अपेक्षित की जायगी वह सहज देवेगा.

६. सरकार प्रत्येक नागरिक से अनुरोध करती है कि वह इस ज्ञानयज्ञ में यथाशक्ति अपना योग देवे. यदि प्रत्येक शिक्षित नागरिक इस उत्तरदायित्व को संभाल लेगा तभी निरक्षरता समाप्त में हम सम्मिलित पायेंगे. इस लिए सरकार प्रत्येक शिक्षित नागरिक को न्यौता देती है कि वह इस धर्मयुद्ध में अपना कर्तव्य निभावे और देश का भविष्य सुरक्षित करने में उपयोगी सिद्ध हो.

235 119

STATEMENT SHOWING THE NAMES OF CENTRES WHERE SUMMER CAMPS FOR SOCIAL EDUCATION WILL BE HELD DURING 1948.

District. Name of tahsil. Name of tahsil and villages where courses will be held.

1.

2.

3.

I. NAGPUR DIVISION.

Nagpur.	Nagpur.	Nagpur, Gumgaon, Hingna, Butibori.
	Umrer.	Umrer, Bhiwapur, Kuhi, Bela.
	Katol.	Katol, Paradsinga, Narkher, Kondhali.
	Saoner.	Saoner, Patansaongi, Kelod, Mohapa.
	Ramtek.	Ramtek, Parseoni, Mounda, Tharsa.

II. CENTRAL DIVISION.

Wardha.	Wardha.	Wardha, Paoner, Surgaon, Anjee, Kharangnagode.
	Arvi.	Arvi, Rohona, Virul, Dhanodi, Rasulabad.
	Hinganghat.	Hinganghat, Allipur, Wadner, Pohona, Mandgaon.
Chanda.	Chanda.	Chanda, Mul, Saoli, Kothari.
	Warora.	Warora, Chimur, Shegaon, Bhadrawati.
	Brahmapuri.	Brahmapuri, Naghbir, Talodhi, Sindewahi.
	Garchiroli.	Garchiroli, Armori, Wasala, Porla.
	Sironcha.	Sironcha, Aheri, Alapalli, Ankisa.
Bhandara.	Bhandara.	Bhandara, Mohali, Warthi, Sanichari, Bhargaon.
	Sakoli.	Sakoli, Pimpalgaon, Mundipar, Kohmara, Deori.
	Gondia.	Gondia, Belati, Karti, Goregaon, Amgaon.

III. EAST BERAR DIVISION.

Amraoti.	Amraoti.	Amraoti, Yawli, Loni, Walgaon, Jahgir, Mandgaon, Po.
	Chandur.	Chandur, Yeola, Xela, Darapur, Kapustalani, Pandhri.
	Daryapur.	Daryapur.
	Chandur.	Chandur, Anjansingi, Tiwasa, Murha, Amala.
	Daryapur.	Daryapur, Yeola, Darapur, Kapustalani, Pandhari.
	Morsi.	Morsi, Belora, Hiwarkhed, Jarud, Benoda.
	Ellichpur.	Ellichpur, Machan, Karajgaon, Asegaon, Channak, Channak.
	Melghat.	Dharni, Chikhada, Susarda, Sadrabadi, Salona.
Yeotmal.	Yeotmal.	Yeotmal, Kalamb, Khadak Sawangi, Pahur, Dabha.
	Darwha.	Darwha, Bari Arab, Shelodi, Loni, Malkhed.
	Pusad.	Pusad, Malwa, Jambazar, Marath, Dhanki.
	Kelapur.	Kelapur, Zadgaon, Saikhed, Mohoda, Pahapal.
	Wun.	Wun, Mardi, Maregaon, Murdhoni, Punwat.

IV. WEST BERAR DIVISION.

Akola.	Akola.	Akola, Ugwa, Mahan, Barshi Takli, Borgaon, Manju.
	Murtizapur.	Murtizapur, Mana, Kamargaon, Lakhpur, Hatgaon.
	Basim.	Basim, Medsi, Kinhi Raja, Pardi Takmore, Rithad.
	Balapur.	Balapur, Wadegaon, Shirala, Kanheri Gawali, Andur.
	Akot.	Akot, Mudgaon, Bhamberi, Panaj, Akoli Jahagir.
	Mangrul Pir.	Mangrulpir, Wanoja, Shelu Bazar, Vitholi, Kondoli.
Buldana.	Chikhali.	Buldana, Chikhali, Masala, Savana, Kelwad, Awasari.
	Khamgaon.	Khamgaon, Pahur Jira, Antraj, Pimpri Gawali, Talro.
	Malkapur.	Malkapur, Datala, Badner Bholji, Nimgaon, Umala.
	Jalgaon.	Jalgaon, Asalgaon, Pimpalgaon, Kale, Wankhed, Warwat Bakal.
	Mehekar.	Mehekar, Lonar, Anjani Khd, Kalmeshwar, Loni G.

V. RAIPUR DIVISION.

Raipur.	Raipur.	Raipur, Arang, Kurna, Sankari, V. Mandir, Bangoli.
	Baloda Bazar.	Baloda Bazar, Arjuni, Lawan, Bilaigarh, Sakri.
	Mahasamund.	Mahasamund, Pithora, Komakhan, Tunggaon, Pekin.
	Dhamtari.	Dhamtari, Kurud, Jamgaon G, Arjuni, Sihawa.

238

1.	2.	3.
Drug.	Drug.	Drug.
Balod.	Balod.	Patan, Bhilai, Arjunda, Gunderdehi.
Bemetara.	Bemetara.	Balod, Dondi Lohara, Kertha Bazar, Gurur, Khujji.
		Bemetara, Nawagarh, Darhi, Gandai, Nadghat.

Bastar.	Jagdalpur.	Jagdalpur, Bhanpuri, Nagarnar, Bastar.
	Kondagaon.	Kondagaon, Keskai, Baniagaon, Bistrampuri.
	Dantewara.	Dantewara, Geedam, Barsoon, Mokhpal.
	Narainpur.	Narainpur, Antagarh, Chhote Dongar.
	Bijapur.	Bijapur, Yelimidi.
	Konta.	Konta, Jagargunda.

VI. BILASPUR DIVISION.

Bilaspur.	Bilaspur.	Bilaspur, Ganiyari, Gourella, Birkona, Ranigaon.
	Katghora.	Katghora, Chhuri, Korba, Pali, Bhilai Bazar.
	Mungeli.	Mungeli, Pandaria, Lormi, Fosterpur, Banki.
	Janjgir.	Janjgir, Sheori, Narayan, Mulmula, Baloda, Adhhar.
Surguja.	Ambikapur.	Ambikapur, Lakhanpur, Darima, Sidhma, Labji.
	Surajpur.	Surajpur, Ramanij Nagar, Bhaiya Than, Ghumarpara, Pratappur.
	Sitapur.	Sitapur, Bilaspur, Pratapgarh, Sureshpur, Sadar.
	Pal.	Ramanuj Ganj, Barti, Amapara, Sanawal, Salsuli.
	Samri.	Kusmi, Samri, Rehda, Durgapur.
	Janakpur.	Sarna, Pandri, Balangi, Rewati.
	Baikunthpur.	Baikunthpur, Patna, Sardi, Boder, Odji.
	Manendragarh.	Manendragarh, Lalpur, Bhalsur, Serodi, Katholiya.
	Khargwan.	Khargwan, Bardar, Pondi, Chirmiri, Binjaridand.
	Rangarh.	Sonhat, Ghughara, Katgodi, Pusla, Rajoli.
	Changbhakar.	Janakpur, Kanjiya, Chanti, Kunwarpur, Ghughora.
Raigarh.	Raigarh.	Raigarh, Ghargoda, Lailunga, Konda Tarai, Pusaur.
	Sakti.	Sakti, Rakja, Lausara, Nagorda, Deori.
	Dharamjaigarh.	Dharamjaigarh, Kudekela, Pathalgaon, Baghahar, Kapur.
	Sarangarh.	Sarangarh, Baramkela, Sariya, Jashpur, Bhedvan.
	Jashpur Nagar.	Jashpur, Cheeta, Ara, Bandirchuna, Tapkora.

VII. JUBBULPORE DIVISION.

Jubbulpore.	Jubbulpore.	Jubbulpore, Maharajpur, Tewar, Barela, Padwar.
	Patan.	Patan, Shahpura, Ghunsore, Katangi, Boria.
	Murwara.	Katni, Badwara, Baggaon, Kanhwara, Deorakalan.
	Sihora.	Sihora, Koudia, Gajhalpur, Sleemanabad, Khamaria.
Saugor.	Saugor.	Saugor, Naryaoli, Shahpur, Surkhi.
	Hatta.	Hatta, Luhari, Kumhari, Futera.
	Banda.	Banda, Dalpatpur, Shahagarh, Hirapur.
	Reheli.	Gurhakota, Maharajpur, Gaurjhamar, Kesli.
	Damoh.	Damoh, Hindoria, Patheria, Jibera, Tendukheda.
	Khurai.	Khurai, Bardha, Malthone, Bamora, Bamori.
Mandla.	Mandla.	Mandla, Bamhni, Nainpur, Pindrai, Bichhia.
	Dindori.	Dindori, Amarpur, Shahpur, Bonder, Kisalpur.
	Niwas.	Niwas, Shahpura, Narayangunj, Karondi, Amgaon.
Balaghat.	Balaghat.	Balaghat, Lamta, Bharwelli, Karanja, Mohra.
	Waraseoni.	Waraseoni, Tirori, Katangi, Lalburra, Ramrama.
	Baihar.	Baihar, Ukawa, Garhi, Parashwara, Awrai Muki.

VIII. NARMADA DIVISION.

Hoshangabad.	Hoshangabad.	Hoshangabad, Sangakhara, Doularia, Babai, Powarkhera.
Narsingpur.	Narsingpur.	Narsingpur, Singhpur, Mekh, Kareli, Pasti, Gotegaon.

1.	2.	3.
Hoshangabad.	Gadarwara.	Gadarwara, Kodla, Chicholi, Sihora, Tendukheda.
	Sohagpur.	Sohagpur, Bankhedi station, Pami Harchand, Khaparkhera, Shobhapur.
	Seoni Malwa.	Seoni Malwa, Sheopur, Chatarkhera, Somalwara.
	Harda.	Harda, Chhipabad, Sirali, Rahatgaon, Handia.
Nimar.	Khandwa.	Khandwa, Chhegaon Makhani, Jaswadi, Rustampur, Bir.
	Burhanpur.	Burhanpur, Jainabad, Bahadarpur, Loni, Dhapora.
	Harsud.	Harsud, Chhanera, Singaji, Piplani, Sewapur.
Chhindwara.	Chhindwara.	Chhindwara, Jamai, Parasia, Mohkhed, Linga.
	Saugar.	Sausar, Mohgaon, Lodhikhera, Peepla Narayan, Parad Singa.
	Amarwara.	Amarwara, Chourai, Harrai, Chand.
	Seoni.	Seoni, Barghat, Keolari, Kanhiwara, Khawasa.
	Lakhandon.	Pandhurna, Lakhandon, Ghansore, Ghapara, Kahani.
Betul.	Betul.	Betul, Shahapur, Khedi Saoligarh, Ranipur, Nahiya.
	Multai.	Multai, Prabhat Pattam, Amla, Masod, Dunava.
	Bhaisdehi.	Bhaisdehi, Atner, Zallar, Kothadkund, Sawalmendhal.

28/8

C.F. 32 (a).

EDUCATION Department
From (Name) Sri D.S. Reddi, M.A.(Oxon),
Designation Director of Public Instruction
Station MADRAS.

Received.....Registered.....
To
The Secretary to Government,
Education and Public Health Department,
MADRAS.

Enclosures: R.C. No. 1080 EA/47 dated 12th June 1948.

Sir,

447.13.
SUB: LEGISLATIVE ASSEMBLY QUESTION NO.6 by Sri Vedaratnam Pillai,
M.L.A. - University - One year compulsory social service
before the award of degree - Government Orders - solicited.
Ref: Government Endt. 26076 G3/48-1 Edn., dated 12.4.48.



I solicit the favour of Government Orders on the

subject.

for DIRECTOR OF PUBLIC INSTRUCTION.

Ramu.15.6.48.

15/6

240



952 24/67

13/6
17/6
18/6
19/6

Legislative Assembly - Resolution No. 6, by Sri. d. Vedaratnam M. L. A. - University - one year free Social Service before the award of degrees.

From the P.P.I. R.E. 108024/47. d. 12. 6. 68.

Memo. No. 45224/93/47-9 Edu. d. 26.6.68

The P.P.I. is informed that the matter is still under the consideration of the Govt.

To. The P.P.I.
JW
6/6
30/6/68

Chd
6/6
24/6

25/6/68

Wf
26/6/68

C.F. 32 (a).

Education Department

Received Registered

From (Name)

To

Designation

The Director of Public Instruction,
Madras

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

Station

Madras



Enclosures :

Doc. No. 1080-ED/47 dated 8-7-1949.

Sir,

Sub:- Legislative Assembly No.6 by Sri. A. Vedaratnam Pillay - One year Social service before the award of degrees.

Ref:- Govt. Memo No.45224/G3/47-9 Edn., dated 26-6-48.

Kindly let me know whether Government have passed any orders on the above subject and if so, furnish me with a copy of the order.

Yours faithfully,

V. Srinivasan
For Director of Public Instruction.

MD 9/7

as
9/7.

(124)

244

E. & P.H. (G.2)

Legislative Assembly Resolution No.6 by Sri A.Vedaratnam Pillai - One year Social service before the award of degrees.

From the D.P.I. Roc. No. 1080-E4/47 dated 8.7.1949.

Memo. No. 58034 8/49-1 Edn., dated 25/7/49

The D.P.I. is informed that in view of the decision of the Government to recruit volunteers for elementary education, the general scheme of social service has been deferred.

C.No. 530484/49.

Picf

P37-2 of (2)

To The D.P.I.

1/11/49

19/7/49

18.7.49

25/7/49

As II

25/7/49

No. 7159/29776-A.
Education and Industries Department.
Bombay Castle, 24th August 1949.

From

P. V. R. Rao, Esquire, I.C.S.,
Secretary to the Government of Bombay
Education and Industries Department.

To

The Secretary to the Government of Madras,
EDUCATION DEPARTMENT.

Sir,

I am directed to forward a copy of the report of the informal Social Service Committee appointed by Government for your information and to state that the whole question of Compulsory Social Service by students of secondary schools and colleges during the course of their education or within two years of the completion thereof, as an essential part of their education is being surveyed by a Committee appointed by Government in pursuance of a resolution passed by the Bombay Legislative Assembly. The constitution and the terms of reference of the committee are as follows:-

Chairman

Miss Indumati Chimanlal, M.L.A.

Members

Shri Ramkrishna Bajaj,
Acharya Bhagwat,
Prof. R. D. Choksi,
Mr. Jagatram Dave,
Mr. F. D. Ghodke, M.L.C.,
Mr. R. S. Hukkerikar, M.L.A.,
Dr. Miss Jhirad,
Dr. J. M. Kumarappa,
Mr. Kalyanji V. Mehta,
Dr. K. S. Mhaskar,
Mrs. Lilavati Munshi, M.L.A.,
Dr. M. N. Nattu, M.L.A.,
Mrs. Manik Patwardhan,
Mr. K. G. Saiyidain,
Mrs. Kulsum Sayani,
Principal N. M. Shah,
Mr. L. M. Shrikant, M.L.A.,
Prof. S. V. Kogekar,
Mr. V. V. Atitkar.

Secretary

Dr. B. B. Samant, Education Officer under the
Educational Adviser to Government.

P.T.O.

Terms of reference:-

- (a) the total period of social service;
- (b) the stages at which it may be rendered;
- (c) the various methods and categories of social service;
- (d) the scales of honorarium or remuneration, if any, which may be paid;
- (e) exemption of any class of students; and
- (f) the organization, ways and means for administering the scheme.

Yours faithfully,

W. Atul.
For Secretary to the Government of Bombay,
Education and Industries Department.

F-14 (22)

May be added to G.O. 9292 dated 1/4/48

2/9/48

2. The Social Service Sc.

Which His Govt. considered rec
has been deferred except in re
pect of Elementary Education.

3. H.M. (Edn) may

see the letter from the Govt.
of Bombay and the Report of
the Bombay Committee at (N)

B.E. 25/8.

2.9.48.

2/9/48

One up at does

not recommend completion
and its proposals, which
are without sanction of any

4-247

Kind, are likely to remain
in the stage of hope.
It is being examined
now some incentive can be
imparted to our own plans
by making some service of
the types mentioned on page 13,
an additional group of
for service

12N (5 & 4)

8/9

CM 6577/4
3589



[Faint, mostly illegible handwritten notes and signatures]

727



Government of Bombay
Education & Industries Department

Report of the Committee on Social Service

BOMBAY
PRINTED AT THE GOVERNMENT CENTRAL PRESS
1919

REPORT OF THE SOCIAL SERVICE COMMITTEE

Government appointed an informal committee of the following members to formulate an effective and practicable scheme of Social Service Work, suited to conditions obtaining in this Province, which could be undertaken by students of schools and colleges :

- (1) Miss Amy B. H. J. Rustomjee.
- (2) Prof. R. D. Choksi.
- (3) Dr. J. M. Kumarappa.
- (4) Dr. M. N. Natu.
- (5) Mr. M. T. Vyas.
- (6) Mr. A. R. Dawood.
- (7) Mr. K. G. Saiyidain (*Chairman*).

Dr. B. B. Samant, Education Officer under the Educational Adviser, acted as Secretary.

2. *Notes for preliminary study.*—The following notes were provided to members, in advance, for preliminary study and information :—

- (a) Social Service through Students—A note prepared by the Educational Adviser's office for the consideration of the Committee.
- (b) Compulsory Social Service by University Students—A note prepared by the Education Secretariat.
- (c) A note prepared by the Educational Adviser's office on Possible Types of Social Service Work.

A note by Dr. J. M. Kumarappa on how Educational Institutions can undertake the work of organising Social Settlements and a note by Dr. M. N. Natu on the actual organisation of Social Service in Schools were later circulated.

3. *The Meetings.*—The Committee met four times at the Educational Adviser's Office—on the 2nd of August, the 24th of August, the 9th of September and the 5th of November, 1948—to discuss the various issues.

The First Meeting.—The Educational Adviser explained the circumstances leading to the appointment of the Committee and pointed out that, though many sporadic attempts had been made in this direction by individuals and institutions, no systematic effort had so far been made to mobilize the student community for social service. He requested the members to chalk out a practicable programme for different forms of social service appropriate to the students' age-levels.

The Committee first discussed the point whether social service work should be restricted only to college students. The general trend of opinion was that there was sufficient amount and variety of work to provide scope for students of schools as well as colleges,—work in the homes and the neighbourhood, in schools and colleges and in urban or rural areas, specially selected for this purpose.

Dr. Kumarappa explained the need for the establishment of "Community Centres" in association with colleges, which might serve as permanent nuclei for stimulating different types of social work. The various aspects of this question were fully discussed and it was decided to incorporate the suggestion in the Committee's recommendations.

The Second Meeting.—The Committee discussed the various suggestions made by Dr. Kumarappa in his note on how educational institutions can undertake the work of organising social settlements and various other connected suggestions made by the members. The general lines on which Social Service should be undertaken were discussed and elucidated.

The Third Meeting.—The draft of the recommendations to be made to Government was discussed at this meeting. Members of the "Workers' Schools" Committee were also present by special invitation.

The Fourth Meeting.—The Report was approved.

4. The Committee noted that traditions of social service have not been lacking in this country. There have always been thousands of men and women, who devoted their lives to the service of their fellow beings; they did so of their own accord and their individual initiative. There was nothing like an organised scheme of Social Service. But modern life is beset with so many difficult problems—social, economic, political and cultural—and the standard of living and of education amongst the masses is so low and unsatisfactory that sporadic attempts made here and there by individuals or even by institutions are not adequate enough to cope with the overwhelming amount of social service work to be done. Moreover, prior to Gandhiji's movement, the whole stress of education, economic life and political expediency had been on personal advantage and enhancement and in the educated classes, as a whole, there was no urge to undertake social service on a large scale. Gandhiji did, however, bring about some change in their mentality. The recent attainment of freedom by the country and the many new problems and difficulties that have arisen in its wake—the staggering problem of rehabilitation, for example, brought about by the forced migration of millions of people—make it all the more imperative to adopt effective measures for providing the right type of social service wherever it is needed.

The Committee is, therefore, of the opinion that the sporadic attempts so far made by individuals and institutions are not sufficient to cope with the problems of social service in both rural and urban areas.

5. Though some problems can directly be tackled only by Government, there are many others which will have to be taken up by individuals and private social agencies. The field for social work in the country is almost unlimited. The main problem is to decide ways and means of doing it in the best and quickest manner and to find willing workers for the purpose.

One obvious solution is to harness the energies and capacities of the student community and thus provide for it a fruitful channel of constructive self-expression. The idea is not merely to obtain a large army of honorary workers but also to provide a valuable educational experience and opportunity for the students by bringing them into vitalizing contact with the real social problems of the country. During the period of adolescence, particularly between the ages of 16 and 21, there is an innate desire amongst them to be socially useful; they are generally inspired by noble ideals and ambitions. This impulse ought to be utilized to the fullest because it will give them the right social and moral orientation and re-establish living relationship between education and life.

The Committee believes that, in the interest of students themselves as well as the community, it is necessary to mobilize the student community systematically for social work.

6. The question was raised whether social service should be restricted to college students only or extended to school students also. The general trend of opinion was that the field of social work is so vast that there is enough scope and variety of work to suit students of different age-groups. It was also pointed out that the new syllabus in Civics for Standards I—III also expected work of this nature from children in middle school classes and there was no reason why they should be left out of the scheme of social service.

The Committee is of the opinion that there is enough scope for both school and college students to do social work in their own homes and neighbourhood, in their schools and colleges as well as in selected rural and urban areas.

7. It has further to be considered whether social service should be organised on a voluntary or compulsory basis. Mrs. Leelavati Munshi had moved a Bill in the Bombay Legislative Assembly, recommending the introduction of social service by students on a compulsory basis. The Bombay University is making it compulsory for its Medical students to put in at least six months' practical work in villages before they can be considered eligible for obtaining the Degree. In the U. P. a scheme has been drawn up which provides for a certain period of compulsory social service for all Graduates without which they would not be eligible to get their Degrees.

The Committee considered all aspects of the questions, particularly from the point of view of availability of suitable persons to supervise, guide and organise the work and the feasibility of enforcing compulsion over such large numbers of students and getting the right kind of work out of them under the circumstances.

Considering all the factors, it does not appear advisable to the Committee to recommend the introduction of compulsion at this stage. Moreover, the experience of work carried on by interested individuals and organisations in India as also in other countries, for example, the magnificent work done by students in Great Britain during the war emergency—shows that if the movement is organised with imagination and understanding and the right approach is made to students, large numbers may be drawn into the movement without compulsion. The Committee also felt that voluntary social work is likely to be of better quality and do more good to students themselves than compulsory work.

The Committee is, therefore, of the opinion that it is not feasible to enforce compulsion at this stage. Social Service by students should, therefore, in the first instance, be organised on a voluntary basis with the help of persuasion and suitable propaganda but when useful experience has been obtained and traditions of social service have been built up, in many schools and colleges, an attempt should be made to introduce a more comprehensive scheme applicable to all educational institutions.

8. It is, however, essential that there should be not only proper choice of work to suit individual talent and bent of mind but every attempt should be made to secure the active good-will and co-operation of the students and teachers. It will, therefore, be necessary if the movement is to succeed to educate the students as well as the teachers regarding the importance of such work and to strengthen their social consciousness. Such a strong public opinion should be created in its favour that all the citizens—particularly the students and the teachers—will look upon social service as an integral part of the national way of life. Moreover it

is necessary to ensure that the interest and enthusiasm once kindled do not slacken and the activities begun by one group are carried further by the successive groups. The first condition requires a co-operative effort on the part of all concerned—from members of Government to teachers in primary schools—to educate public opinion; the second needs a careful organisation of such work under some keen and responsible individual or committee.

The Committee is of the opinion that to secure the active co-operation of students, teachers and professors, it is necessary that the work in each school, college or centre should be in charge of a keen and well qualified person (or committee) who has his heart in it and is prepared to devote adequate time and attention to it.

9. The colleges which have the necessary resources and facilities can undertake the work of organising social settlements with the following objects:—

- (i) *To encourage a better kind of community life in the locality.*
- (ii) *To take up the regional survey of the locality with reference to housing, health, recreation, industries, family and social life and political and other associations.*
- (iii) *To organise interests of the people in the locality—social, cultural, artistic and intellectual.*
- (iv) *To render needed service to families and individuals.*
- (v) *To co-operate with other agencies in promoting the welfare of the people.*

Some of these activities can be easily conducted in the college itself after the working hours but some activities would require spacious accommodation specially set apart for the purpose. To begin with, the colleges can take up activities that do not demand special accommodation. Use can be made of local halls and Government Labour Welfare Centres, where they exist. Playgrounds would be necessary for outdoor activities.

10. To organise and administer the various social service activities effectively it will be necessary to have a trained social worker on the staff of the college as a full time director of social work. He will have to prepare a plan of work in consultation with those interested in the work of "Social Settlements", to guide and supervise the work done by the students, working in groups, in special areas or fields of activity assigned to them. While it may be possible for many colleges to do a certain amount of social work without any special teacher or professor being in charge, the Committee felt that, in the interest of the development of the movement, it would be a very good thing if, in a few selected colleges, more systematic and organised work could be done on the lines of Social Settlements so as to study problems and difficulties that may arise and deal with them adequately and thus blaze a trail for many other workers in the field. The Committee felt that if Government were prepared to pay a grant equal to the salary of the officer to be appointed, it was likely that a few colleges, keen on doing such work, would come forward to try out the scheme and made their premises and other resources available for the purpose.

This officer when appointed shall have to secure the co-operation of the students and other members of the staff and one of the ways of doing so would be to appoint in each college a small Social Service Committee of interested and influential members of the staff (with the Director of Social Service as a Secretary) to supervise and co-ordinate the work as a whole. It would also be advisable to give this officer an opportunity of meeting the students as a regular lecturer and not merely as a person connected with certain extra-curricular activities.

The Committee examined the question whether such a person would have sufficient work throughout the year and came to the conclusion that there will be enough work for him within the college and outside as he will have not only to secure the active co-operation of the staff and the students, to give talks and organise discussion groups for them, to plan new activities but also to do a lot of fieldwork, to collect relevant data, to establish contacts outside the college, to keep a careful record of work done and to convene conferences of field-workers for exchange of ideas.

The Committee, therefore, makes the following recommendations:—

(a) *For the efficient organisation of such work by colleges, it is advisable that colleges should have on their staff a full-time director or professor of social work, who would be responsible, in co-operation with other teachers, for the organisation of Social Service through the college students.*

(b) *In the case of a few selected colleges, undertaking the work on a large scale and on a well organised basis, Government should pay a grant equal to the salary of the officer appointed as director or professor of social work. This officer may work in one college or, where feasible, may be put in charge of work in more than one local college.*

(c) *Colleges, particularly those with a full time director in charge of this work, should establish 'Community Centres' and 'Social Settlements' in suitable localities which might serve as permanent nuclei for different types of social work and the experience of which may be utilized in other centres.*

(d) *The work of the officer in charge of Social Education would be:—*

- (i) *To secure the active co-operation of the staff and students;*
- (ii) *To give talks and organise discussion groups for them;*
- (iii) *To plan, guide and supervise the activities so that the students' interest does not flag and work is continuous;*
- (iv) *To carry on field-work, collect relevant information and establish contacts with outside agencies in the field;*
- (v) *To keep a regular record of the work done;*
- (vi) *To convene occasional conferences of workers for exchange of ideas.*

(e) *Each college should appoint a small committee of suitable members of the staff keenly interested in social service work and the proposed director or professor of social work (where he is available) should work in co-operation with it. He should act as the Secretary of the Social Service Committee.*

12. It was the general opinion of the Committee that there was no need for appointing a special teacher for social work in the schools in view of the nature of the work that the pupils are likely to undertake and the time they will devote to it. Supervision can be undertaken by some of the enthusiastic teachers having a natural inclination for such work, provided however they were given necessary preliminary training.

The Committee, therefore, recommends that, in schools, the work should be undertaken by some enthusiastic teachers, who should be given adequate training and other necessary facilities. Such teachers may have to be relieved of a part of their other work in the class room or in supervision of games or extra curricular activities in schools. They should be trained at short refresher courses arranged specially for the purpose.

13. The introduction of Civics in Standards I—III offers a valuable opportunity to secondary school teachers, which they should utilize to the fullest, to initiate the pupils into this type of work, by giving a practical bias to the syllabus instead of treating it as a merely academic subject. This will be in harmony with the objectives of the Civics syllabus as defined for all types of schools.

14. Students should take active interest in social work not only in their own school or college and its surroundings but also occasionally—and mostly during the long vacations—in neighbouring rural areas under the supervision and guidance of some enthusiastic teachers. Besides giving a chance for outdoor life to the students, this will afford them valuable opportunities to come in close contact with the life of the villagers.

By properly co-ordinating the activities of different schools in this direction it should be possible to establish a number of well co-ordinated social centres throughout the country. In the beginning it may be advisable to choose such places for camping where some social work has already been undertaken. The camp should be organised at a convenient place from which parties of students can be sent out under group leaders to the surrounding villages to organise varied and useful activities. They can undertake literacy and post-literacy work at social education centres of the type envisaged at the recent Adult Education Conference. They can organise children's play centres, give information to villagers about sanitation, carry on social surveys, undertake village improvement work such as construction of roads and drainage or help in the construction of the village hall or school building or library.

For success in such activities it is necessary that students should feel a genuine urge for them and should be able to identify themselves with the interest and welfare of their fellow men and women in the villages. There is so much work to be done in villages that students with varied talents and temperaments can find the fullest scope for self-expression in it and in addition to rendering useful service to others, they will find that it helps to enrich their life, broaden their outlook and make them more co-operative and tolerant.

Schools should arrange social service camps for students after working out necessary details regarding their duration, site, time and methods of organisation.

15. Such work is ordinarily likely to be of an intermittent type as it is to be carried on through students engaged in their studies. To maintain continuity it may be necessary to arrange the programme so that a new batch of students would join the camp when the previous one is about to return and thus, though each batch may stay there only for one or two weeks, the work can be continued in this adopted village for the whole period of the vacation every year so far as possible. In some cases it would be an advantage to have two or three schools co-operating in the work. Similarly, larger schools can adopt smaller or backward schools and try to help in raising up their standards and equipment as has been tried, we understand, in some instances successfully.

The possibility of schools and colleges adopting certain villages for intensive social work by deputing parties of students for this purpose and of bigger schools adopting smaller schools for such work should be fully explored.

In all localities where social work is undertaken, arrangements should be made for headmasters and principals meeting together from time to time and discussing the progress of work. They should also publish occasionally accounts of their experiences, achievements and difficulties.

16. The list of different types of possible social service activities prepared by the Educational Adviser's office (vide Appendix I) is comprehensive enough and it is possible for various institutions, to make a selection from it according to their requirements from time to time. The list, however, is only suggestive and new items can be added and modifications made in the light of local conditions.

17. Special stress should be laid on specific forms of practical social service like hospital visiting, follow-up of medical inspection in schools, providing entertainment in homes for the disabled, distribution of books, etc., to poor children and work in existing recreational and adult education centres.

18. Each school can form a small Social Service Committee consisting of the headmaster and two or three assistant teachers interested in social work to plan, direct and organise the work of 'Social Service Squads' formed for this purpose.

Students, voluntarily offering their services, may be grouped together in batches of 16 to 24; they may preferably belong to the same locality, so that they can easily come together for social work under the supervision of their group leaders, who should receive instructions and guidance from the School Social Service Committee. The 'group' may be in charge of different activities at one centre or the same type of activity at different centres, as may be suitable.

Each group should be sub-divided into sections or 'squads' of 6 to 8 students under their 'squad leaders' taking their instruction from the group leader. Each squad should be in charge of a particular activity or particular centre as the case may be.

A special feature of these 'squads' would be that they would be expected to do social work not in a spasmodic manner but from week to week and month to month—both during the term-time and the vacations. For the junior squads, the school, its compound and the home itself may provide ample opportunity of work such as a 'keep-clean campaign,' first-aid, school policing, etc., squads of somewhat older children can work outside the school in town or the village and its vicinity, while to senior students, work may be assigned at a distance from their school, e.g., in the neighbouring villages.

'Social Service Squads' should be organised as active units in all educational institutions and work should be planned on that basis.

19. In a vast country like India, the social problems are different in different areas and groups and they are related to their particular stages of social development. In this respect the urban and rural areas, the advanced and backward groups may differ considerably in their needs and in the interest of success, workers must concentrate on what is practical and urgent in a given locality. There can be no cut and dry solutions of social problems, as they assume new patterns in different areas and call for a spirit of open minded enquiry and varied methods of approach.

It is, therefore, necessary to study the needs of each region and to distribute the work amongst the various local institutions so that overlapping may be avoided.

20. Social workers are often so deeply absorbed in their own constructive programme that they may not find time to think about it critically and to exchange experiences with fellow workers. So it would be useful to survey its progress as a whole periodically. This can be done by the publication of reports, bulletins

and pamphlets. The object of such publications should be to enable the social workers from different fields to exchange ideas and profit by the experience of others working in other regions and other fields of activity.

On behalf of the Tata Institute of Social Sciences, Dr. Kumarappa expressed his willingness to undertake this work, if given financial assistance for the purpose.

It is necessary to publish occasional bulletins both for popularising the movement and for the guidance of the workers.

21. There are many voluntary agencies engaged in social service work, but there is no proper co-ordination of their activities. By giving due publicity to the social service work undertaken in schools and colleges, it is possible that these agencies may utilise the service of students and thus further their activities while at the same time providing a platform of work for the students. In this connection, full use should certainly be made of the organised students' movements like scouting.

The Committee is of the opinion that full publicity should be given to social work being done by students in schools and colleges so that other agencies doing similar work may take their help and some co-ordination of activities may be affected.

22. The students who carry on work in rural areas, particularly during the long vacation through organised Social Service Camps, may make a good beginning and lay the foundations for social education or more healthful living or even initiate small constructional activities. But these will not be maintained and the work is likely to come to a standstill soon after unless an attempt is made to continue it with the help and encouragement of some other agencies. Such agencies can be the various Government departments—like Agriculture, Co-operative, Rural Development, Education—or the non-official organizations like the Kasturba Trust or the Charkha Sangh, etc., which are directly concerned with the life of the villagers. So, as soon as students' social service gets under way, steps should be taken to ensure that the results of this work will not be allowed to go waste but a liaison will be established with these other agencies so that they may carry it further till it finds its roots in the life and the minds of the villagers themselves.

In order to see that the work done in rural areas becomes permanent, the Committee recommends to Government that follow-up work should be organised with the help of the different Government Departments concerned with rural welfare work.

23. In order to make this work effective in villages, it is necessary to carry out a preliminary survey of the situation to establish contact with villagers, to win their confidence and to organise it in association with them so as to develop local leadership.

24. While it may not be necessary for certain types of social work to make any special or elaborate arrangements for training the organisers, other forms would certainly require special knowledge and technical skill which can only be imparted by organising training camps for the purpose.

Some persons would require specialized training in the theory and practice of social work which can be provided by instituting Social Service Diplomas at the University. The Tata Institute of Social Sciences conducts a Diploma Course in Social Service but the number of persons trained every year is not commensurate with the demand that may soon arise for such trained personnel. The Institute might well consider the possibility of expanding the scope of its activities in this direction.

As regards other organisers, special courses need to be conducted periodically. Refresher courses will be necessary for training teachers undertaking social work. The training colleges, both secondary and primary, can do a great deal in this respect by

arranging lectures with practical demonstrations wherever possible on social service and by organising social service camps for all students so that every trained teacher may hence-forward have received some minimum training as a social worker also.

It is recommended that all training colleges, both primary and secondary, should stress the importance of social work and discuss its possibilities as part of their training and they should organise every year teachers' social service and scout camps for about ten days. Government should give financial assistance towards the expenses of these camps.

25. In order to make students socially conscious and willing to do manual work, opportunities should be provided for all of them to participate in various forms of constructive practical and manual activities every year as part of the school programme. We understand that the experiment of organising a "Labour Week" in all primary and secondary schools was conducted in the Jammu and Kashmir State and that it had a very good effect on the students' general outlook and character. It gave them a new sense of self confidence and a new consciousness of the dignity of labour and social service. The organisation of something similar in Bombay schools will provide a new orientation to the student's education. During this period all ordinary formal classroom work will cease in all schools for a week and all the children will be engaged in appropriate types of practical activity having social significance. The possibility of this week synchronizing with Gandhi Jayanti Week should be explored.

The possibility of organising a Labour and Social Service Week every year in all schools of the Province, on the lines of the work done in Jammu and Kashmir State should be explored.

26. In order to organise the movement effectively, it is essential to make proper arrangements for its supervision without which there is always the danger of its being side-tracked or dying out. It is the function of an efficient supervision agency to provide both encouragement and direction so that work may be willingly undertaken and intelligently carried out.

The Committee recommends that the headmasters, principals and the special officers to be appointed should be responsible for the work in their own institutions and pending the establishment of some special supervising agency the office of the Educational Adviser should act as the directing centre and should have the necessary personnel for exercising general supervision over the movement which will involve various types of work such as :—

- (1) Scrutiny of reports received from workers in the field.
- (2) Discussion of their difficulties and offer of advice and help.
- (3) Setting up a co-ordinating committee of interested workers for planning and discussion.
- (4) Collection of suitable literature bearing on the subject and making it available to workers in a usable form.
- (5) Organising refresher courses with the help of all available institutions and individuals.
- (6) Serving as a bureau of information co-ordinating the activities of the educational institutions with the existing agencies of social service.

27. The Committee feels that Government as well as educational institutions and non-official agencies should accord suitable approval and recognition in various ways to good work done by students in this field, e.g., when making appointments or granting concessions, preference may be given to those who have rendered

conspicuous social service. In the past, proficiency in games has been greatly stimulated by the honour and encouragement given to outstanding sportsmen by the educational institutions and the public and by Government in the matter of State service. There is every reason why, under the new set up of our national life, we should show equal honour and encouragement (if not more) to those who distinguish themselves by rendering sincere, steady and consistent social service to their fellows in and outside the schools and colleges. A community expresses—as well as inculcates—its real sense of values through the importance it attaches to different types of activities and achievements on the part of its members and we should unhesitatingly mobilise all the resources at our disposal for placing social service higher in our scheme of values than physical prowess or money making or success in securing well paid jobs. It is, therefore, our conviction as well as our hope that, as Government launches the scheme of Students' Social Service, it will stint neither reasonable funds nor requisite personnel nor the active support and encouragement of its officials in making the movement a success.

We have recommended this recognition *not* primarily in the interest of the students in whom we should encourage, so far as possible a desire for service which is dissociated from a desire for reward, but in the interest of the public and the Government which must show a practical appreciation of the value of such work and a readiness to join in it wherever possible. Instead of considering social work as something outside and therefore distinct from our personal work, we must cultivate, as a nation, a new outlook which would link up our career, our profession or our business with our social responsibilities and make the youth as well as the adults duly conscious of their social obligations. The real and abiding reward of such work lies in the satisfaction which it brings to the worker and the joy which it brings to our less fortunate fellow-men and women who are in need of our solicitude. Without the development of such an ideology, it would be impossible, in our opinion, to face the great tasks that lie ahead of us in the immediate future.

We are aware that whenever schemes of this kind are recommended, involving organised work on a voluntary basis done without compulsion and without the lure of payment the usual reaction of most people is that *it cannot be done*. We do not agree with this view because many great achievements can be accounted to the credit of such work in different countries in the world, and in our own country there has been a tradition of self-less service, although it was mainly on a personal rather than a social or organised basis. We should like, in this connection, to invite the attention of the Government to the valuable work done by an international organisation called "The International Voluntary Service for Peace" (I.V.S.P.) which has been carrying on its quiet crusade for "peace through service" since 1920 and has gathered a new momentum during the last few years. It has done useful work not only in war shattered or flood stricken countries of Europe but also in Bihar during the terrible earthquake of 1934 (A Note attached as Appendix II will give some idea of the scope and nature of its activities). The record of what this organisation has done in many countries should be something of an eye-opener for our pessimists. If we do not hold the view that the Indian youth and the Indian adult are by nature incapable of doing many fine things which have been done quite successfully in other countries—and we certainly would deny any such allegation—there is no reason why we cannot try out, as part of our scheme of social service some suitable modification of this idea of organising voluntary service camps in which teachers as well as students might participate. It is true that the last few decades have tended to damp our spirit and enthusiasm and our urge for creative work and social service, and any schemes like this may have to contend in the early stages against inertia and scepticism. But, to our mind, the only way of eradicating

133
this paralysing mental attitude is by actually undertaking a few such projects and carrying them through to success. A sense of achievement thus experienced is the finest antidote against mental laziness and physical helplessness and it also helps to educate public opinion. We trust, therefore, that the programme and the lines of work that we have recommended will receive not only the careful consideration of Government but also the whole hearted and enthusiastic support of students, teachers and all others interested in the welfare of the country.

1. (Signed) Amy B. H. J. Rustomjee.
2. („) R. D. Choksi.
3. („) J. M. Kumarappa.
4. („) M. N. Natu.
5. („) M. T. Vyas.
6. („) A. R. Dawood.
7. („) K. G. Saiyidain.

APPENDIX I

Possible Types of Social Service Work

Social Service Work would include activities of the following type :—

I—Adult Education, comprising.—

- (1) Making adults literate.
- (2) Conducting post-literacy classes for new literates or those who left the primary school in the middle.
- (3) Organising recitation and reading groups to read poems, stories, information sheets, etc., to illiterates and semi-literates.
- (4) Organising news reading and discussion circles to create enlightened interest in current affairs and train people in the art of discussing controversial matters, in a pleasant and tolerant manner.
- (5) Organising radio groups, wherever possible.
- (6) Arranging talks or courses of lectures on problems of spontaneous interest to adults.

(7) Imparting general education in :—

- (a) Principles of *health and hygiene* on topics such as the following :—
 - (i) Consequences of insanitary habits ;
 - (ii) How diseases and epidemics are caused and how people can protect themselves. Use of diagrams and charts, etc., for the purpose ;
 - (iii) Giving instructions in child welfare, prenatal care, care of lactating mothers, etc.,
 - (iv) Giving general instructions in simple 'Home Medicine.'

(8) Demonstrating better methods of doing things such as :—

- (i) Building well-ventilated huts, etc. ;
- (ii) Better methods of cooking and food preservation ;
- (iii) Improvement of the crude methods used in the rural crafts.

(9) Imparting social education on topics such as the following :—

- (i) General knowledge of the world with particular reference to India and the Province in which the adults reside.
- (ii) Stories from Indian history illustrating Indian life and culture in various periods.
- (iii) Story of our struggle for independence.
- (iv) Civics—duties and rights of citizenship, local and provincial and central administration, the Individual and the Society.
- (v) Principle and practice of co-operation.
- (vi) Education in moral values and social service.
- (vii) Rural economics—sales and purchases—how the villagers can get better value of their produce.
- (viii) Social reforms, social legislation, Indian Social Institutions, etc.
- (ix) Sympathetic study of the Labour and Industrial problems of the locality.
- (x) Study of agricultural problems, solving their difficulties, explaining them better methods in agriculture.
- (xi) Discussion of the special handicaps of the villagers and suggesting how they can help themselves.
- (xii) Explaining relevant legislation and their rights under it.

10. Establishing classes for teaching simple arts and crafts such as paper making, cane weaving, bamboo-work, fret-work or light carpentry, drawing and painting, sewing and knitting, etc.

11. Staging short plays, musical recitals or other cultural programmes of recreation—not just staging things with the adults as spectators but utilizing their interests and talents for the production of the programme. Arranging powadas, bhajans, ballets, purans and if possible magic lantern or cinema shows. Also arranging children's games and children's acting, arranging children's play centres.

12. Visiting hospitals: writing patient's letters, reading newspapers, etc.

II—Manual or Constructive Work.—

- (1) Constructing roads—in collaboration with the villagers and under the guidance of some overseer.
- (2) Constructing or repairing school buildings or the village hall, if any.
- (3) Undertaking the repairs of houses of the invalids, old people or disabled people who have nobody to help them.
- (4) Helping in planning out a model well ventilated house.
- (5) To lay out village gutters.
- (6) Constructing soak-pits, draining tanks or improving them.
- (7) Constructing movable la rines.
- (8) Constructing bunds and *thalis* for fields to avoid denudation.
- (9) Constructing canals, *pats*, etc.,
- (10) Constructing windmills, some contrivances to raise water, etc.
- (11) Constructing a sundial.
- (12) Planting trees.
- (13) Undertaking activities in connection with better health such as:
 - (i) Rat baiting and trapping.
 - (ii) Spraying disinfectants such as D.D.T. or Gamexeline
 - (iii) Disinfecting wells.
 - (iv) Rendering first aid.
 - (v) General cleansing.

III—Survey Work.—

- (1) Conducting geographical or economical surveys.
- (2) Detecting unvaccinated children.
- (3) Collecting folk tales.
- (4) Collecting vital statistics.
- (5) Compiling literacy reports.
- (6) Making notes regarding the local crafts, local resources, local talents, etc.

APPENDIX II

No. A.E. (H)-2/.....

Educational Adviser's Office,
Law College Building :
Bombay 1, 8th October 1948.

SIR,

I am circulating to the members of the Social Service Committee the attached note regarding the activities of the "International Voluntary Service for Peace" organisation which has been carrying on its quiet crusade for Peace through service since 1920 and which has gathered a new momentum during the last few years. It has done useful work not only in war-hattered or flood-stricken countries of Europe but also in Bihar during the terrible earthquake of 1934. I would invite them to consider the possibilities of this idea in connection with our scheme for the organisation of Social Service amongst the students. As members are aware, the usual reaction of most people to any such scheme—which involves organised work on a voluntary basis done without compulsion and without the lure of payment—is that it will not work. The record of what this organisation has done in many countries should be something of an eye opener for these pessimists. If we do not hold the view that the Indian youth (as well as the Indian adult) is by nature incapable of doing useful things which have been done in other nations and countries quite successfully—and personally, I would deny that allegation indignantly—there is no reason why we should not try out some suitable modification of this ideal of organising voluntary service camps in which teachers as well as students may take part. It is true that the last few decades have tended to damp our spirit and enthusiasm and our urges for creative work and social service and any scheme like this may have to contend, in the early stages, against inertia and scepticism. But to my mind, the only way of eradicating these paralysing mental attitudes is by actually undertaking a few such projects and carrying them through to success. The sense of achievements thus experienced is the finest antidote against mental laziness and physical helplessness and it also serves to educate public opinion.

I suggest, therefore, that members may kindly consider the scheme and come prepared with their suggestions when we meet next to finalise our reports.

K. G. SATYIDAIN
Educational Adviser to Government.

*International Voluntary Service for Peace (I.V.S.P.) is the British Branch of
Le Service Civil International (S.C.I.) founded in 1920.*

Its aim is to create a spirit of friendship and a constructive attitude towards peace by giving practical help in emergency or by doing work of public usefulness in whichever country it may be needed.

Membership is open to all without regard to race, religion, etc., and service is given voluntarily, no wages being paid to volunteers. No work is undertaken which would be prejudicial to normal paid labour.

Unskilled manual labour has been found, by experience, to be particularly suitable as a means of bringing together groups of people with widely differing skills and different national and social backgrounds.

It has provided a sound training in mutual help, voluntary discipline and international comradeship without any religious, political, racial and social discrimination. Peace treaties and International agreements avail us nothing unless men and women of every nation practise the habit of working together for the common good. Deeds as well as words must express our good intention towards mankind. It was this idea which led to the formation of the I.V.S.P. at the Conference of the International Fellowship of Reconciliation at Billthovea, in Holland, in 1920.

The developments in Europe began in 1924 when work was undertaken to repair damage done by floods in Switzerland and from then onwards services were rendered for varying duration and extent in different countries—undertaking reclamation work after storms, floods, landslides and avalanches. The largest of these was in the principality of Leichtenstein in 1928, when the bursting of the banks of the Rhine flooded the last land of the country. The work occupied six months and 710 volunteers—632 men and 78 women representing 22 countries and 50 different trades and professions—rallied to the call.

In Britain it was the economic disaster of unemployment that gave rise to the opportunity for service. Between the period of 1931-39, work was undertaken in a dozen different localities in Britain to help unemployed refugees and Youth Hostel Associations. The year 1934 took the ideal of I. V. S. P. much further a field—to the earthquake region of Bihar in India. It is believed to have been the first occasion on which Indian and Europeans undertook manual labour voluntarily side by side in a common cause. A model village "Shantipur" is an abiding memorial to its work wherein hundreds of families were rehoused.

On the outbreak of war in 1939, the international activities had to be given up and the members did what they could in their own countries. In Great Britain a large number of Volunteers were able to give reliable services—for instance, afforestation of Hawkeshead in Lake District was undertaken under the direction of the Forestry Commission. Since then activities include certain works in air raid shelters, removal and salvage of furniture and possessions from bombed houses, distributing of food to communal feeding centres, and the treatment of scabies. The volunteers were also on call for civil defence work consequent on emergency. An Agricultural Service was organised under the War Agricultural Committee in Cumberland. Here I.V.S.P. provided the bulk of the labour for the cultivation of over 1,000 acres of land taken over by the Ministry of Agriculture and the gathering of three successive harvests from it as well as the clearance of fresh land for cultivation. A new development at this time was the organisation of service for young people between 15 to 18 years of age. The first Youth Camp was held in 1942, to help local farmers with harvest work, and in the first three years of this new activity about 1,400 volunteers had taken part, not only in the harvesting and fruit picking but also in helping to decorate or renovate Youth Hostels, Children's Homes and similar Institutions. Youth service on an international basis has now become an established part of the I.V.S.P.'s activities and a valuable preparation for greater and more responsible service later on.

SECRETARIAT OF THE MADRAS LEGISLATURE

(Assembly Section)
Fort St. George, dated the 27th May 1947



Resolutions on matters of General Public Interest.

45224

RESOLUTION No. 6 ^{next} for the meeting of the Legislative Assembly.

to be held on the _____ 193__.

Two copies of this resolution are forwarded to the Education + Public Health Department. ~~Department.~~

The resolution has been admitted.

Recd
27.5.47
Ms
27.5.47

ms
27/5/47

To

The Education + Public Health Department.

40 364 3/47-6ML
28-5-47

E.& P.H.(G.3)

Please see Legislative Assembly resolution on p.1 c.f.
The Assembly has been prorogued and the date of the next session is not yet known. The resolution will have to succeed in the ballot, if it is to go before the Assembly. The fixing of the non-official day and the result of the ballot may be awaited.

2. The subject-matter of the resolution is one that relates to the University. It is for orders whether in the meanwhile the remarks of the three Universities ^{the D.P. invited} may be awaited.

If so,

If so, the draft ^{are} below is for approval. May

May be circulated to H.M.(Edn.)

26 JUN 1947

GOVERNMENT OF MADRAS

GOVERNMENT OF MADRAS

4 JUN 1947

EDUCATION AND PUBLIC HEALTH DEPT.

The Resolution under discussion is as follows:

"This Assembly recommends to the Government to introduce legislation to prescribe one year of free social service for all graduates in the University in our province before their degrees are awarded to them."

This is an important matter which may have a longstanding effect on the various aspects of our social life and so, it is necessary that the matter should be examined fully before we come to any conclusion over the matter. While on this matter it is necessary that we should examine the condition of the various stages of education in our province, the following quotation from ^{speech during the opening of the second} meeting of the Provincial Advisory Board of Education held on 23-6-47, sets up the position with regard to elementary education clearly:

"It has been stipulated that there are about 7 million school-going children in this Province. Of these nearly half the number has been provided accommodation in schools. We have got the tremendous task of providing accommodation for the rest. It is interesting to see how much money we are spending in 1947-48. The total number of schools in 1939-40 was 40,796 with 29,97,498 children. In the following years, many of the uneconomic schools were eliminated and in the year 1945-46, there were 35,929 schools with 32,44,261 children. In 1945-46, compulsion was introduced in selected villages in each district and this was followed up in 1946-47 and 1947-48 with the result that roughly 5 lakhs of more children have been brought into school. The number of children for whom increased accommodation has been given in 1947-48 is roughly 16 per cent more than the accommodation given in 1939-40 but when you compare the expenditure between 1939-40 ^{and 1947-48} we

a colossal difference. The expenditure by Government in 1939-40 for elementary education was 173 lakhs and the expenditure in 1947-48 is expected to be 413 lakhs i.e. an increase of nearly 140 per cent. While there has been an increase of only 16 per cent of the school-going children, the increase in expenditure has been nearly 2½ times of what it was in 1939-40. This is in addition to the increase of expenditure on elementary education by local bodies from 65 lakhs to 138 lakhs in the same period. This is accounted for by the increased salaries as well as dearness allowance that have been given to the teachers in elementary schools. From this account of expenditure, we can have an idea as to what will be the immense amount that will be necessary to provide to bring about compulsory education throughout the Province!"

With regard to the condition of secondary schools, there also, the demand for secondary education is frightful when compared to the supply of teachers in secondary schools. The number of secondary schools in 1939-40 is 661 with 2,45,084 pupils. The number of secondary schools in 1945-46 was 855 with 4,04,938 pupils. ~~and in 1946-47, there were secondary schools with pupils.~~ In 1946-47, recognition has been given to 142 schools (secondary) and in the current year, recognition has been given to 87 secondary schools and for the opening of nearly 80 fresh divisions. This means there is necessity for nearly double the number of teachers in 1939-40 but unfortunately, training schools have virtually remained static. There is an agitation amongst teachers and decrying their own profession which has resulted in less recruitment to the teaching profession in spite of the greater pay that the Government have offered in the recent revision. Even the teachers' College in Saidapet, which has been existing for so many years, has been able this year, to get applications enough only for one college with the effect, while high schools have become nearly three times the number which it was about 12 years ago, the people trained as teachers have remained almost static and so, until something happens and we get our training colleges full, it is necessary for us to find some way of recruiting teachers so that we can keep pace for the demand for secondary education also.

Now we come to the Universities. The strength of the colleges in the Madras University alone was 5,640 in 1942-43. This has gradually increased in the following years. Till last year, they were working only three batches in the Science group. After the Congress Ministry came into power, we suggested to the University authorities to permit the working of a fourth batch with the result that we got about 1,300 students more last year. This year, the University has gone further by making provision for 685 ~~xx~~ seats more than last year with the result that in the last year, there were 10,175 students who were admitted in 1946-47 and in the current year, they will be able to admit 675 more than last year. Here also the need for fresh colleges has been felt.

Thus, it will be seen there is want of personnel for the educational institutions in almost all spheres, viz., elementary, secondary and college courses. The Government have been contemplating for some time whether conscription should not be applied to graduates in the Universities for one year of social service as teaching. Conscription has been applied in England in a recent Bill for Military Service. Various national leaders like Mahatma Gandhi and others have said that our graduates as well as school final students if possible, should be forced to give one year's social service but till now, no Government has taken up the matter seriously. It now seems as if both from the point of finance as well as from the point of emergency of the situation, we have no other way than to adopt this conscription.

Conscription was suggested at two periods, one after the students pass S.S.I.C. period and another after they pass the graduate period. It has been said that at the passed S.S.I.C. period, the children will be fairly young as the normal age at which they pass the S.S.I.C. is about 16 and besides, their mind would not be properly equipped or trained and it has been suggested that it will not be possible to get much work done out of these immature people. But that is not the case with regard to the graduates and it has been said that one year's national training for graduates, while it will be a great benefit to the country, it will help the country to go forward in education and other spheres. It will also be of great training to the students themselves. There are other aspects of education, adult education, in which also, it will be useful if we can get graduates to take up

that work.

Now we must come to the question whether we can force them to do service free in this one year ~~or~~ as suggested in the Resolution, whether it will be necessary for us to pay them a minimum sum as stipend during the period of social service. I think it will be felt as a great hardship if we are to take service free and in many cases such service even when given will be so unwilling that it will not be useful or efficient and so, it has been suggested that a stipend may be given. It will be a sort of maintenance. I suggest about Rs.25 as stipend which we may pay for the nine or ten months of service but even this will be of great profit to the Government because even to the lowest higher grade teacher today we are paying a minimum of Rs.30 plus Rs.16 ~~or~~ Rs.46, for the secondary grade teacher we are paying Rs.45 plus Rs.16 as the minimum salary and for the high school teacher, we are paying Rs.75 plus Rs.16 in local boards and Rs.85 plus 16 in the Government institutions. For services in the college of course, the pay is much more and so, it will be seen even when we give Rs.25, it will be of great benefit to the state.

All this amount need not be paid by Government. These graduates may serve in either of the three agencies of ~~x~~managements that exist in this province, Government, local board of aided. In the matter of local boards and aided secondary schools, we pay only 2/3rds of the net grant and so, when these people are entertained also, it may be sufficient to pay 2/3rds grant. When they are entertained in elementary schools, it may be necessary for us to pay the whole amount.

Next we come to another cardinal point. It has been said and it will be said again that these people are untrained and as untrained, they will not be very useful in teaching, as teaching requires a great deal of training. This argument is true and it is necessary that we should give them some training before they are asked to teach and I believe it will be sufficient if we can give them one month's training before they are posted to schools and that can be done before posting them for work in the holidays during the summer vacation. Another important point I must mention

here before closing and it is this. The efficiency of the service in the sphere of social service must be regarded as an important aspect of the quality of the rank that they may get for the purpose of promotion in the University. Secondly, the Government must make it clear that ~~when~~ comes into effect, they will take into Government service only such of those graduates who have given this one year of national service. This will be absolutely essential as an inducement to people to ~~give~~ willing ~~to~~ to such service and I am sure, the Government will also benefit by having men for their services who have had the experience of social service before entering Government service.

On the whole, I recommend that the Resolution may be accepted on these terms.

I think in this matter Public will have to be consulted and after consulting the relevant department, it will be necessary to circulate a note to the Cabinet.

TSA
26-6-47

E.H.H. (813)

- [Issued as Letter Ref No. 45224 93/47-1 Edn P5cf
dt- 4/6/47 to the Registrars of the
three universities.]
- [Issued as Memo. No. 45224 93/47-2 Edn P7cf
dt- 4-6-47.]

- CNo. 4912/47 - From the Registrar, University of P9cf
Madras, No. A-24582-10/6/47.
- 52624/47 - From the D.P. Rems. 1080-E4/47 P11cf
dt- 23/6/47

Please see the minutes of H.H. (Edn)
on the 26th. ~~where the minutes of the~~
~~minutes of the Resolution~~
for the attention is in this
connection solicited to the
remarks of the D.P. on 11.4.47.

He states that ~~that~~ he agrees with the Provincial Advisory Board of Education which met on 24-2-1947, viz. that the question of introducing compulsory national service does not seem to be a practical proposition under the present conditions. The question of utilisation of the services of ^{the} unemployed ~~persons~~ for liquidation of illiteracy in the province was considered in 1939, and the question was not proceeded further. Attention is in this connection invited to the remarks of the then Director at A on p.68 of (Y), ~~where he was not then~~ spending money on the scheme set forth above at

It is for orders whether the D.P.I's remarks may be invited u.o. on the minutes of H.M. (Edn.) A draft u.o. is submitted for approval.

The replies from the Registrars of the Universities on the Resolution on p.1 c.f. may be awaited, in the meantime. ~~He has~~ May be circulated to the (Edn) for perusal of the D.P. Is reply on p.11 c.f.

VS
3/7/47
w/

5.7.47
3/7/47
M. (Cn.)

P2
7.7.47

As far as I know the Provincial Advisory Board of Education has not expressed itself on this point at all. A Sub Committee of the Provincial Advisory Board expressed their opinions which can by no means be construed as the opinion of the Committee. But we must also remember that our Provincial Advisory Board of Education is a ~~representative~~ ^{consultative} Committee and that in such matters as this we should not expect to give us enthusiastic support.

Of course, the replies from the Registrars of the Universities may be put up when received.



TSA
8-7-47

which normally puts people in a position to enter into various professions, and insistence on completion of it for eligibility for Government service would cover only a portion of ~~the~~ ^{the problem}. It would be much simpler to apply ^{it} to the ~~stage~~ ^{stage} before graduation - legislative for the purpose if necessary. In concrete terms, this would mean - after the pass-lists are published the persons who have passed will come under the scheme, ^{and they} but will not get their certificates until they have completed the period prescribed for National Service.

6. Need the scheme be confined, though, to teaching work alone? H.M. (Edin) himself has referred to the obvious objections in regard to the letting loose into the schools of an army of untrained people willy-nilly, where, normally, we need specially trained people who have deliberately chosen ^{the} professional ^{and} job, one hopes, dedicated themselves to it. The special training proposed will be only a small factor in mitigation. The nature of the scheme prevents experience replacing training gradually, ~~for it~~ ^{because} covers the batches ^{with} to be replaced and renewed ~~under it~~ ^{annually}.

7. But the scheme can be justified as an emergency measure to be in force until such time as ^{the normal} output of the normal training schools is sufficient for our needs in relation to our schemes of expansion of education as well as ordinary maintenance.

8. It is to be assumed, I think, that the scheme will have to be confined to men, for there are obvious special ^{difficulties} advancements in bringing women under a scheme of conscription of the nature proposed.

9. It should be ^{the} case also ^{that} with persons taking up professional degrees are exempted from the scheme. We cannot afford to retard ^{the} pace at which they are available for the work for which they have qualified, and that work itself can legitimately be taken as a form of National Social Service.

10. Persons actually taking up an army career immediately, should, similarly be exempted.

11. There would be a case, similarly, for persons taking up work in Research Institutions, or ^{entering on} ^{courses} a nature of professional job or going in for L.T. Training, to be exempted.

12. The number of persons who passed ^{the} B.A. & Honours courses during the last three years was, respectively, 2,955, 3,340 and

3,802. ^{Toller} Having the average, 3,366, and allowing for the ^{length of} executive ~~and~~ women candidates we may take the number of persons coming under the scheme roughly as about 3,000.

13. If we are to conscript all these for teaching, we will have to provide for the 3,000 places; allowing however, for those who are likely to be exempted for the reasons indicated previously, we may have about 2,500 to deal with.

14. The normal in-take per year for men, in the teaching profession, is roughly as follows:

(1) Replacement against retirements etc. 3,335.

(2) For leave vacancies 5,012.

(3) For schemes of expansion (on the assumption that it will ~~proceed~~ ^{proceed} at the same pace as now in respect of elementary education) 5,000.

15. Against this the total output of the training schools ^{year} may be taken roughly as about 6,000 for men.

16. It is obvious that the existing output from the training schools falls short of the need for normal replacement and leave vacancies, and ~~that~~ ^{with that} that output ^{plus} ~~placed~~ the number of graduates will be ^{just} over ~~this~~ ^{the} requirement and will still leave a lot required for schemes of expansion. The position will continue to be so until there ^{longer} is an expansion of output from the training schools ^{longer} ~~auxiliary~~ with the demand.

17. It is clear therefore, that in the meanwhile, until that stage is reached, there will be scope for employment of all the graduates in teaching work. ^{18.} On the other hand it is obvious that if there is to be ^{not much} any large extra expenditure, these persons will have to be placed in schools where there is ~~not~~ ^{not} feeling-a-teacher a need for a teacher even otherwise, that is, where the introduction of these people would not mean an addition to the sanctioned strength. Even these people in ^{the} ~~the~~ aided schools are given usual grant and local bodies give ^{the} usual pay in respect of teachers, ^{we} we may still have to make ^{up} the difference between this and maintenance allowance particularly in the form of grant. But apart from that, there will be practical difficulty in ^{these} appointing ~~such~~ people in such a way that they will have ^{go to a} Government school immediately after they

pass the examination and stay there continuously for one year, consistently, with the above postulates; for, vacancies may not arise in such a way as to allow for this; and if arrangements are made irrespective of these postulates there will be the waste of having super ^{numeraries} ~~numeraries~~ ^{super numeraries} on the job.

19. Above all there is the question whether, seeing that ^{even} ~~with~~ this number, 2,500, we would still be short of filling ^{up the} gap between output and demand in respect of teachers, the better thing is ^{to take} ~~to take~~ the normal steps to fill ^{the} gap, and treat the scheme as distinct from a make-shift arrangement for providing teachers, and ^{to} ~~to~~ deal with it on its own merits - as merely a desirable ^{rounding-off} ~~round in all~~ to an educational career.

20. In that view, however, ^{the} ~~two~~ objections to the principle of conscription, which would be there ^{even} ~~if~~ the scheme is to enforce the recruitment for teaching work alone, would become even stronger - namely, why, instead of enforcing it on all persons of a particular age-group (as National Service Schemes usually are) we should be forcing it only upon such persons as having ^{undergone} ~~undergone~~ a course of University studies and taken a qualifying examination? And there ^{could} ~~need~~ well be the comment also, that as a scheme of National Service, it would have touched only a fraction of the people in the educational ladder.

21. And if we put it on the grounds of National Service generally, it would be appropriate to include forms of it other than teaching also - ^{e.g.} ~~Adult education~~, ^{or work} ~~was worked~~ under the auspices of recognised Social Welfare Organisations.

22. The further question will arise, then, if we are dispersing them over various fields, whether we cannot just as well leave the whole thing to voluntary choice - the only "attraction" being that it would hereafter be a sine qua non for Government employment for posts for which a degree is the minimum qualification, and that a maintenance allowance will be given. This seems to be the way in which the U.P. Government have drawn up their scheme. And in fact, the prescription of this as ^a qualification for Government service would be more appropriate if the scheme is ^{or} a voluntary footing - for ^{it} ~~it~~ is a case of conscription every graduate would in any case have ^{acquired the} ~~required~~ qualification. In such a case it would

be appropriate also to allow the course to be taken after graduation.

23. While fixing this as a qualification for Government service, I expect there will be transitory provisions to ensure that graduates of earlier years, who never had the opportunity to undergo this course of service, and who are still within the age-groups prescribed for recruitment, do not forfeit their claims to appointment; and I expect there will be provision also to exempt the classes of persons referred to in paragraphs ^{8 to 11} ~~above~~. On the other hand provision will have to be made to raise the minimum age by one year for entry into Government service in the case of those who undertake this course (compulsorily or voluntarily) and also the maximum age for admission to competitive examinations ⁽ⁱⁿ ~~in~~ Central as well as Provincial) for entry into such services, so that these persons may not suffer any disadvantage in those respects by under-going this course.

24. Reviewing all the aspects of the case, my own opinion is that the principle of National Service should be applied after graduation; it should be ^a on voluntary footing; it should cover ^a wide range of authorised ~~forms~~ of service - which will have to be worked out in detail; appropriate periods of training and service will have to be prescribed; a maintenance allowance should be paid during the period of training ^{of} ~~of~~ service; successful completion of the course may be laid down as ^a essential qualification for service in Government for posts where ^a non-professional degree is the minimum qualification, with transitory provisions ^{of exemptions} ~~as indicated~~ in para 23 above and ancillary arrangements made as indicated in para 23 above.

20 AUG 1947

(Note from p. 8 ante) y

9/32/47

This matter must be decided at the next meeting of the Cabinet as it may be ballotted and it may come for discussion on the first non-official day and so, the following note on the subject may be circulated

to the Cabinet. A copy of the note on Compulsory Social Service in U.P. attached herewith, may also be circulated as an enclosure to the note:

This is with reference to the Resolution given notice of by Sri A.Vedaratnam Pillai, M.L.A., for the coming session of the Legislative Assembly. The Resolution is as follows:

"This Assembly recommends to the Government to introduce legislation to prescribe one year of free social service for all graduates in the Universities of our Province before their degrees are awarded."

The opinions of the three Universities have been received on the subject. The Madras University states that the Syndicate is of opinion that it would be invidious treatment if graduates and students are singled out for such social service. They admit that there are certain regulations in other countries which ^{compel} do such social service but before coming to the conclusion, the Syndicate would like to consult the other Universities in the matter. The Andhra University, while favouring the spirit of social service, is not able to give its approval to the present Resolution. The Annamalai University is not for imposing such social service as a condition precedent to the award of degrees. This matter has been examined by other Governments in this country. The U.P. Government have also tackled this matter of compelling certain young men to do one year's social service. It has happened in other countries. In England, under the present Education Act, one year of compulsory National Service - Military Service - has been provided for. I understand that in certain other countries also this exists and if that is so, I do not see any reason why it should not be done in India especially as the higher education given in this country is mainly met by tax on the poorest of our people. In fact, compelling one year of National Service from students will be a great ^{experience} ~~experience~~ for the students themselves and may be insisted upon as part of education which will really fit them in with life and bring them into contact with the common men and women of this great country.

Mahatma Gandhi has been advocating it for many many years and I do not see any reason why it should not be done now. *There is a great deal of enthusiasm in the country just now, & if we want to do it, this is the best time as the most suitable & psychological time for it.*
There is another very good reason why it is necessary that we should resort to it just now. ^{separate} elementary, secondary and adult education

has become a vital matter especially in view of the coming adult suffrage. The progress that we have been making in extending elementary education, has not been very satisfactory mainly for grounds of finance and on grounds

15
non-availability of teachers. In these circumstances, it is necessary that we should ^{conscript} ~~send~~ men for such essential social services as these. If England can prescribe under legislation one year of National Service, I do not see any reason why we should not prescribe this one year of Social Service by way of educational service or otherwise. Objection has been taken that this one year of service may not be given to all graduates but may be made more voluntary. Even in the U.P. Government Scheme, every student is not compelled to undergo service but everybody who wants to aspire for Government service must undergo this social service. The wording is as follows:

"No one who has not put in one year's social service according to the scheme drawn up by the Education Department, will be eligible for service in any Government or local body institutions or institutions aided or recognised by the Government or for admission to training or technical institutions recognised or maintained by Government." This to a certain extent, takes off the sting of compulsion ^{all} ~~in~~ ^{universities} ~~in~~

In view of the paucity of workers in the field of education as well as other similarly situated social services, I think it is incumbent upon us to prescribe some such qualification for Government service. This, to a great extent, will also infuse a spirit of service in the minds of young men who are to be recruited for Government service and will result in raising the mental make-up of those who seek Government service. The question to be decided by the Cabinet is:

- (a) Whether the Resolution may be accepted and one year of social service prescribed for all graduates in the Universities of our province; or,
(b) whether one year of social service may be prescribed only for those who seek employment in services under the Government or local boards or under aided institutions as found in the Resolution of the U.P. Government; or,
(c) Whether the Resolution may be negatived.

20 AUG 1947

TSA
20-8-47

Please see the minutes of (Eon) app 13-15 ante.

The draft note for the Cabinet below may be sent to Finance and C.S. for before issue. [Public (Special) will be requested to include

as 2284] this subject in the agenda for the next meeting of the Cabinet

W 22.8.47

S W 24.8.47

LA Pub. (Sr.)
LA.
Fin.
C.S.
P.S.

E & P H (613)
45224 93/47-4
22/8/47



Wno 30446-1-CS

26.8.47

50772

1947

GA (Contd)

50772

28/8/47

Public (Services) Department.

Please see the notice of a Resolution on p.1 c.f.

and the ~~note~~ of the Secretary E. & P.H. thereon, ^{from p 9 ante} and the note for the Cabinet below. Whether alternative (a) or alternative (b) on p.2 of the note for Cabinet is approved, the age limit for candidates for appointment to Government service will have to be raised by one year as suggested by the E & P.H. Secretary at 'A' on p.13 ante. This department may also agree with the views of the Secretary, E & P.H. in paras 8 to 11 of the note on p.10 ante

These matters (in regard to exemptions to be made. Necessary amendments will may be considered in due course issue in this and the departments concerned to the Statutory in consultation with the Commi- Service Rules after the scheme is approved. ssion.

With these remarks the file may be passed on to LA.

25/8/47

25/8/47

Through Public (Sr.)

W.I.C. on p.16 ante

Extract taken for separate action.

Pub. (Sr.) W.I.C.
25/8/47 2803/47-1
25.8.47

25/8/47

C.S. / L.A.

25/8/47

L.A. Dept

The note for the Cabinet below may be perused. This dept may generally agree with the note of Secy E & P.H. on pp 9-13 above.

25.8.47
Fin

The note for the Cabinet ^{below} and the note of Secretary E & P.H. on pages 9-13 above may be perused. This dept may generally agree with the views of Secy E & P.H. [The financial issues envisaged in para 24 of 13 above will be duly examined in due course by E & P.H.]

27/8/47

27/8/47

27.8.47

C.S.

27/8/47

E+PH (G3)

(147)

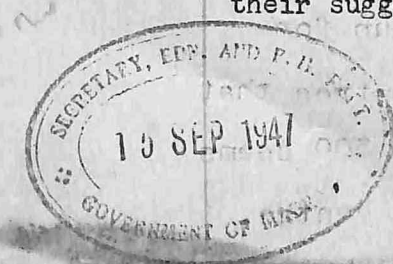
Please see the decision of the Cabinet on P. 63 of the resolution of Sir Vedarathnam Pillai, M.L.A. has not ~~been included~~ in the ballot - vide list at (u). May be circulated to HH (Edu) with reference to A on P. 63 of.

RS
12/9/47
av
12947

12-9-47
1/11/47
M. (Am.)

placed below

Please see herewith a scheme for social service prepared by me as asked for by the Cabinet. It has been circulated to all the Hon'ble Ministers for their opinions. I am expecting their opinions in a week or 10 days. In the meantime, the department may examine and give me their suggestions.



15-9-47

E.& P.H.(G.3)

Candidates recruited for social service ^{are} is, according to the scheme, to be utilised for

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

H.M. has suggested that for Rural Uplift, Adult Education etc., it is necessary that the preparation of syllabus as well as the ways in which candidates recruited should be utilised should be done in consultation with the relevant Depts. The scheme, however, mainly deals only with the training of candidates for the teaching profession i.e., appt. of a Senior Dy. Insp. of Schools and Asst. to the D.P.I. etc. The training required for internal-
P.T.O. -22-

Internal defence services should be on a different footing and who should the officer ~~be~~ trained them should not be the Dy. Insp. of Schools, but the Dy. Supdt. of Police. Similarly separate training may be required for the work connected with the Rural Uplift. The depts. concerned Home and Dev. may however see for remarks.

2. The remarks of the D.P.I. regarding the recruitment of candidates for the teaching profession are on pages 25-26 c.f.

3. It is for orders whether the depts. who have already seen the file (Pub.(Ser), L.A., & Fin.) ~~Dev. and Home~~ (Dev. and Home) and the two depts. suggested above may be asked to offer their remarks on the scheme for social service kept below.

24/11/41
S
H.M. (Edn) must pass

I think the following points arise for consideration in connection with the scheme as drawn up by H.M. (Edn).

H.M.'s idea is that 6,000 persons would be coming up for training under the scheme. The number of training centres that will have to be started has to be fixed: about 200 to 300 seems to be all that can be conveniently handled at any one centre.

The staff and equipment required at each training centre will all have to be determined. This depends also on what type of training is to be given—whether it is to be composite or specialised. As indicated at 'P' at pages 21-22 ante there will have to be specialised training for each one of the items of social service proposed to be taken up.

Another question is whether the volunteers are to be taken up for training throughout the year in batches or whether the training to be limited only for a specified period of the year. The latter arrangement would perhaps be better so as to fit in with academic years.

The authority and the machinery for allocating the volunteers to particular types of social service will have to be clearly laid down.

Similarly the authority and machinery for declaring the candidates to have successfully completed their course will also have to be laid down.

The calculations in the note on the question of cost call for some comment. The volunteers are not entering Government service during the period of their social service, and they are not working as any substitutes for persons who would otherwise have to be employed for Government work. It would not be correct therefore to reckon as savings the difference between Government scales of pay and the maintenance allowance proposed to be given to the volunteers. Whether they enter fields other than teaching work the expenditure on their maintenance will have to be reckoned as expenditure under the scheme. If they are entered as teachers the obvious course is to have them paid at the usual rates by the local bodies and the aided managements concerned; as far as Government's liability to pay grant or subsidies to the schools is concerned it would make no difference that the candidate is doing a course of social service; there would be neither extra expenditure nor saving to the Government. The total cost under maintenance allowance cannot be estimated until we know how many will be actually going in as teachers and how many into other fields.

Although it is now proposed to put the scheme on a voluntary footing the arrangement indicated at 'A' at page 13 ante would still be necessary.

24/11/41
H.M. (Edn.)

In pursuance of the Cabinet decision to circulate a Scheme for Social Service, the following 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. H.M., L.A. "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)

H.M. 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)

H.M. Agri.

"I think H.M. 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 H.M. Edn. such as:
 - (i) Harijan Uplift and Welfare;
 - (ii) Agriculture;
 - (iii) Improvement of Live Stock;
 - (iv) Rural Sanitation;
 - (v) Field-work required for Engineering Draftsmen;
 - (vi) Clerical work in any Department; and
 - (vii) General Propaganda.

(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)

H.M. Industries. "(a) The persons that are selected for Social Service must have a course of training for at least 5 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

(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)

H.M. Public Health.

"The U.P. Government scheme of compulsory social service for graduates appeals to me very much. The proposal made by H.M. 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)

H.M. 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)

H.M. 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)

H.M. 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 H.Ms. may be incorporated in the scheme.

The suggestion given by H.M.(Agr.) 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 H.M.(IND.) about the course of training will also be considered when working out the details. He ~~xxx~~ recommended a salary of Rs.35/- p.m. for post-sixth form candidates and Rs.45/- p.m. for graduates as a minimum. I think the ~~xx~~ salary suggested is a little too high than those suggested in the original memorandum and may be changed as Rs.25 and 40 or may be retained as before as Rs.25 and Rs.35. The suggestions given by other H.M.s. also may be accepted and worked out in the details of the Scheme.

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

TSA
29-10-47

The Secretary may circularise to all the H.Ms. the scheme and the notes put up above and ask it to be included in the agenda of the next Cabinet meeting.

TSA
29-10-47



~~This is a meeting of the Cabinet tomorrow at 10.15 AM. It is not clear whether this should be before it. Extraordinary time says notice is necessary. A copy of the scheme with the notes of H.M. (Ind.) above with the types will be sent to all H.M.s. after C.S. sees. If the subject is to be included in the agenda for the cabinet discussion tomorrow, H.P.M. should see C.S. may see before circulation.~~

W
29.10.47
S
30/10/47
30/10/47

SECRETARY TO GOVERNMENT
E+PH (C3)
29.10.47
30/10/47

Please see order on p. 26 and

It is for orders whether ~~xxx~~ copies of the scheme and latest minutes of H.M.(Edn.) thereon may now be sent to all H.Ms, and the file circulated to H.P.M. ^{after some approval for} for/including the subject in the agenda for the next meeting of the Cabinet.

PP 145-154
Copies sent to all
H.M.s + Govt. Secy.
Secy.
30/10/47



Place before the informal meeting
6.P.R.
3/11/47

May be circulated to H.M. (Edn.)

W
3.11.47
S
H.M. (Edn.)
H.M. (C.S.)

TSA
3-11-47

The subject was not raised at the informal meeting of the Council of Ministers held on 1-11-47.

W
3.11.47
P.P.S. to H.P.M.

This may be put up as the first subject in the next informal meeting of the Cabinet.



TSA
10-11-47

Send an extract of the minutes of H.M. (Edn.) to P.P.S. for further action.
22.1.48

Please see order on p. 26 and inform H.M. (Edn.)

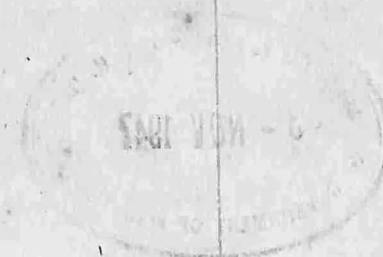
28

(S. P. H. 12.3)

It is the order of the Council of Ministers that the file of the subject should be sent to the Council of Ministers for their consideration. The file of the subject should be sent to the Council of Ministers for their consideration. The file of the subject should be sent to the Council of Ministers for their consideration.

Place before the Council of Ministers

20/1/48



20/1/48

PTO

43/29

28 (151)

Social Service

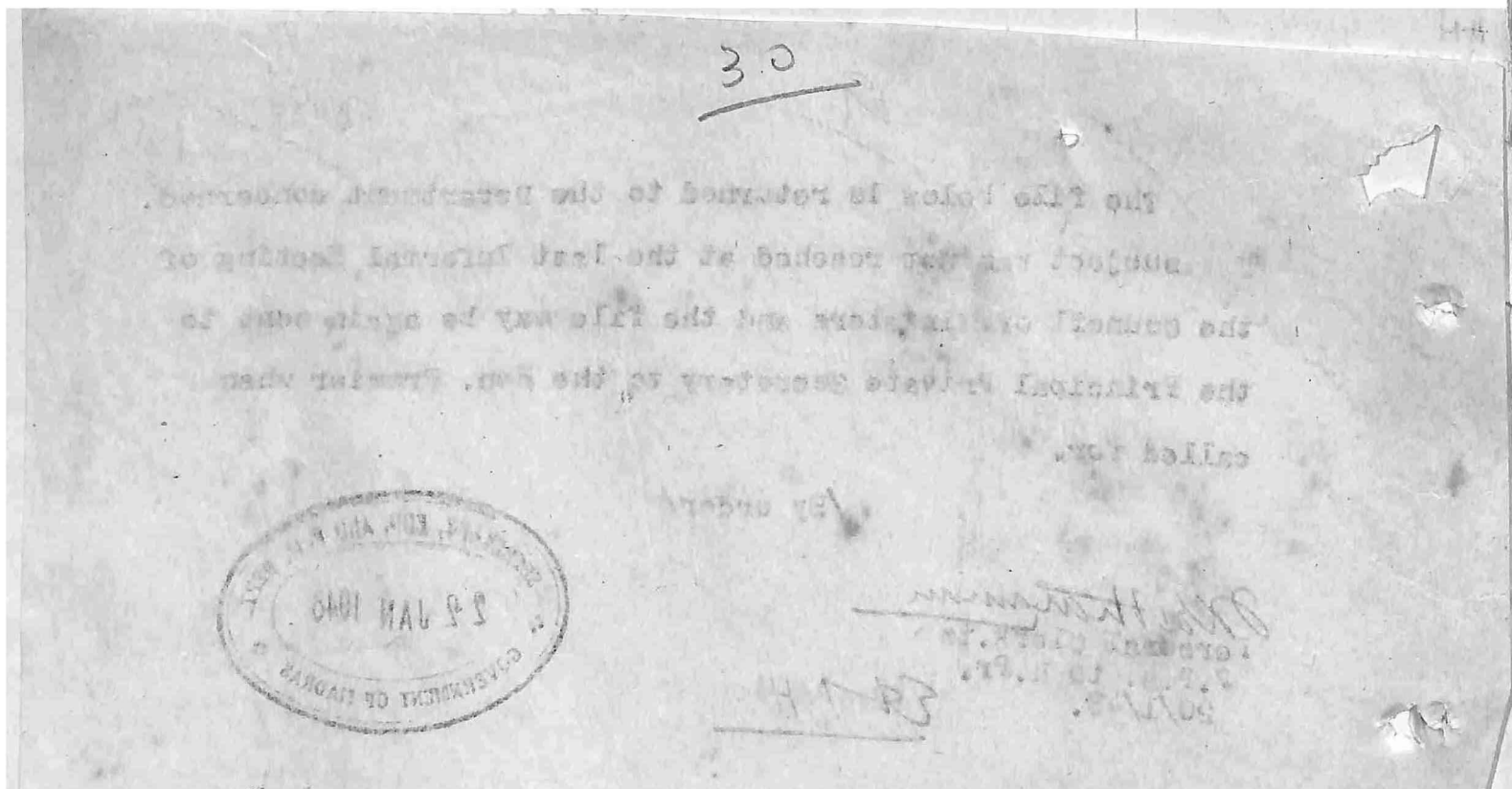
The file below is returned to the Department concerned. The subject was not reached at the last Informal Meeting of the Council of Ministers and the file may be again sent to the Principal Private Secretary to the Hon. Premier when called for.

/By order/

R. S. Thirumangalakudi
Personal Clerk to
P.P.S. to H.Pr.
20/1/48.

S. P. H.





Full read back
from PC to P. S. to
H.P. on 7/2/48

30 (a) B + P 4 (63)
Please see the order from the P.C. to
G.P.S. to H.P. on p. 29 and. This may
lie over till 15/2/48

88
28/1/48
88
23.1.48

hr
23.1.48

This may continue to be over till
20/2/48 or till the file is called for. ^{by the P.S. to H.P.} ~~whenever is~~

88
10/2/48
88
10.2.48

hr
11.2.48

C.N. 14444/48

Please see the extract from the proceed-
ings of the informal meeting of the
Hon'ble Ministers on p. 169C. In the
circumstances stated therein, it is
for orders whether the papers may
be recorded. file should be kept open or
whether the papers may be recorded. The
case may be circulated to H.M. (Edn) for
orders. ^{whether or not} when he proceeds should
be put up again

hr
28.2.48 S
11/2/48

Order
1/3

It will come for the next
meeting. File may be kept in office till called for
Mr. (Cm.)



ISA
7.3.48

C.No.14903/48. From the Registrar, Andhra University,
No.C.1.3843-47 dated 24-2-48.

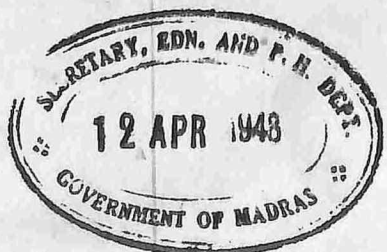
Please see the letter from the Registrar, Andhra University, on p.175 c.f. He requests a reply to the various points raised in his letter on p.p.19-21 c.f. Final orders on the scheme for Social Service have not yet been ^{issued} received. (It will come ^{up} for ^{discussion at} the next informal meeting of the Cabinet.) It is not proposed at any stage hereafter to give a reply on the points raised by the Andhra University, in the letter on p.p. 19-21 c.f. The scheme with reference to which the Registrar, Andhra University, sent the letter on p.p. 19-21 has ^{also} since been modified. ~~XXXXXXXXXXXXXXXXXXXX~~ ~~XXXXXXXXXXXX~~ It ~~XXXXXXXXXXXX~~ does not therefore appear necessary to send ^{any} a reply to the Registrar, Andhra University. ~~now~~. The final decision on the scheme may be awaited. May be circulated to H.M.(Edn.).

all
30/3/48
8.
34.3.48

K
T. 4-48

Consideration to be taken to prepare
to answer the various points
raised by him
1/4/48
Mr. (Mr.)

TSA
20-4-48



Please see the orders in circulation above. A draft letter is subd for approval

all
12/4/48

8.
12.4.48 Issued as Dr. Reg No. 45224 43/48-1 Encl-
14/4/48 P.177cf

Please see the minutes of H.H.(Edn) on p.30 aut. This has not so far been placed before the informal meeting of the Council of Ministers. This may lie over till 18/5/48 1-6-48.

all
18/5/48
8.
1.5.48

K
1.5.48 S. 4/5/48

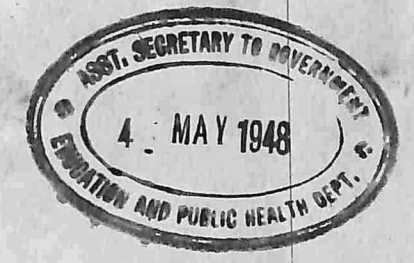
P.175

33

Secretary, E. & P.H.

Please see herewith a copy of the news from Indian Express on 'Compulsory rural work by students', by the Mysore University. They may be addressed to send us details of the scheme.

32976



H.M. Education.

TSA
3-5-48

E 4PH (G3)

A draft letter is subd for approval.

del
6/5/48
8.5
6.5.48

V
7.5.48

Issued as L. Rep No. 32976 43/48 - 1 Eln
21-5-48

CNO
CNO

1/48

P79

From the Registrar, University of Mysore, Mysore, No. 9.4.1216/48
21-5-48

Please see the letter from the Registrar, University of Mysore, our tank. He states that the Mysore University appointed a Committee to draft a scheme to provide for Rural Reconstruction work by the students of the university, that the scheme has been approved by the University Council, that the sanction of Govt thereto is to be obtained and that the scheme has not yet been published. He reports that a copy of the scheme has however

however been sent by the
V.C. of the University ^{direct} to the Honble Minister of
for Education, confidentially
for his personal information on
in response to his request.
The case may now be cir-
culated to H.M. (Edn) with
reference to his minutes on
p. 1 ante and 5 c2

24/5/48
24.5.48
S. M. (P. M.)

Please see herewith the scheme of the Mysore
University for compulsory rural service by University
students. Personally, it does not seem very suitable to me. This
wants to make the University students serve six months in the course
of four years. But so far as it goes, it may serve to introduce
a greater spirit of service in our students. But the cost of the
scheme seems to be high and if we are to introduce a similar
scheme, it must be with less cost.

I will take an opportunity to contact the
University over this matter on a later occasion and take it up
with the College Sub Committee of the Provincial Advisory Board
of Education. For the present, this may be filed along with our
social service scheme which is to come up to an informal meeting
of the Cabinet.

TSA

26.5.48

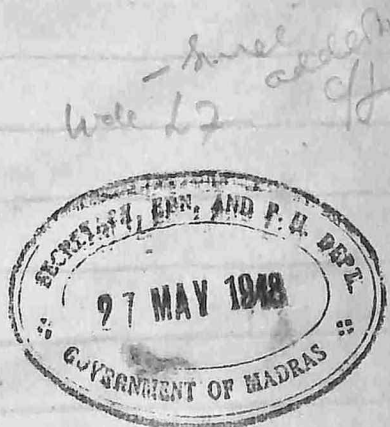
Please see here minutes of H.M. (Edn)
above. The papers may be filed with
reference in the LF.

27/5/48
27.5.48
S. M. (P. M.)

The scheme
with notes is
put up
below.
RMA 2515

CMS. 32976/48

kept below



added below

(B. M.)

155 36
Please see the ^{and orders} ~~and~~ p 32 ante.
The subject has not ^{yet} been
placed before ^{an} informal meeting of
the Cabinet. This may continue
to lie over till 20/6/48

15/5/48
2.6.48

Please see the letter from the D.P.
on p 39 ef. An interim reply may be
sent to him, until final orders are
issued on the subject (Pl see the minutes of H.M. (Edn)
on p 30 ante and also p 35 ante)
Subject to orders the draft below is
for approval.

24/6/48
ccs
24/6

25/6/48

S. M. (P. M.)

V. M. H. M. (Edn)
on p 30 ante

H.M. (Edn) has not asked for this paper
file. This may continue to lie over till 15/12/48

ccs
21.7.48

21/7/48

This may continue to lie over

1/10/48

11-9-48

10/9/48
ccs
10.9.48

This may continue to lie over
till 15-12-48

17/11/48

18/11/48

May continue to lie over till 31/1/49

15/12/48

