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# EDUCATION REORGANIZATION SCHEMES

DEPARTMENT OF PUBLIC INSTRUCTION

*Issued under the authority of the Director of Public Instruction*

**MADRAS**

*Price, 6 annas*

Our education has got to be revolutionized. The brain must be educated through the hand. Why should you think that the mind is everything and the hands and feet nothing? Those who do not train their hands, who go through the ordinary rut of education, lack music in their life.

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True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children.

MAHATMA GANDHI





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## FOREWORD

THIS NOTE has been prepared to give an idea of the reorganization schemes in education of the Government of Madras. The important Government Orders relating to the reorganization are also appended herewith. I must express my thanks to the members of the numerous committees who have laboured hard to evolve these schemes. I should also thank Sri Aryanayakam, Secretary of the Hindusthani Talimi Sangh, who has taken considerable interest in establishing the training schools in Basic Education in this Province. I must also thank many others who by their suggestions have contributed towards the preparation of the syllabuses and other details.

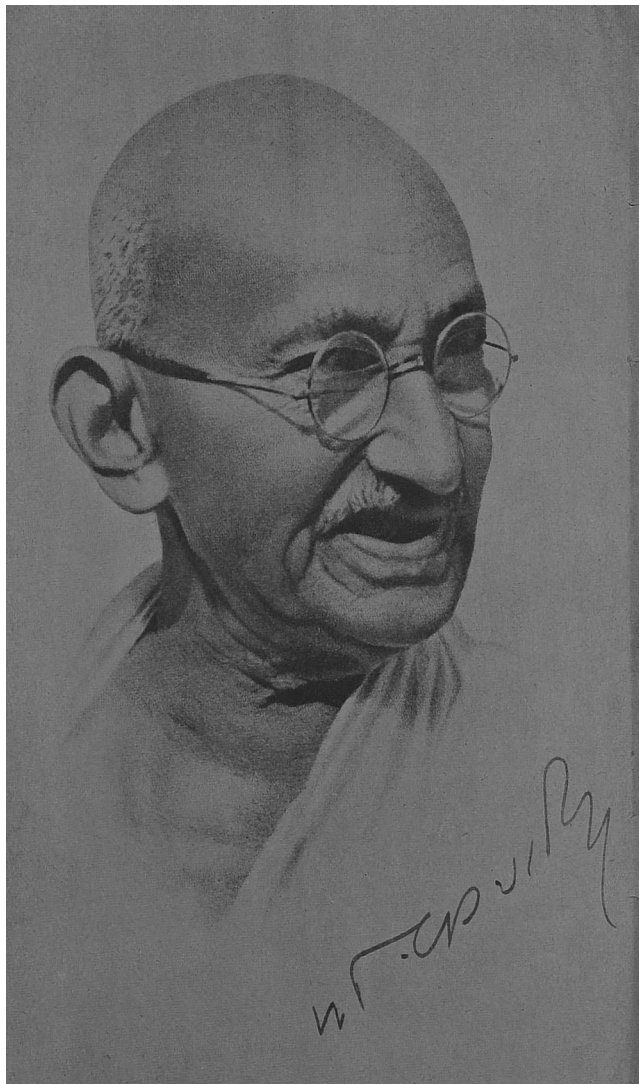
The one view that has been kept throughout these various items of reorganization is to bring up our children with strength, nobility and character. While we want to build a good body and a great intellect, the necessity to uphold social, moral and spiritual ideals has also been kept in view. The Government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

FORT ST. GEORGE, }  
27th September 1948. }

T. S. AVINASHILINGAM,  
*Minister for Education.*

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# EDUCATION REORGANIZATION SCHEMES

## BASIC EDUCATION

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

Education in the past has been considered to be merely bookish and negative. It has been said that it has stifled initiative, confidence and courageous action and has not suited the genius of our country. This matter has exercised the minds of the best of our leaders and it was given to Mahatma Gandhi, the Father of our Nation and the Architect of our Freedom, to give a lead in this direction also as he had done in many other directions. He found that education, to be real, must be based on activity and experience. He also found that we cannot afford to spend large sums of money on these activities as has been done in many foreign countries. He wanted to devise a system of education which, while providing various activities for the growth of the child, will be within the

means of this country. The principle of education through activities was by no means new. Learning through activity and experience is an accepted educational principle throughout the world and Mahatmaji only voiced the opinion of the leading educational reformers of the world when he pleaded for such an education. Activity in the form of a continuous craft, which, while giving the child scope for activities, will also train the child in a useful craft, is his important contribution to educational ideology.

In 1937, Mahatmaji summoned a conference of educationists to consider his ideas in education. The conference generally endorsed his suggestion and a committee with Dr. Zakir Hussain as Chairman and Mr. Aryanayakam as Secretary was appointed to draw out detailed syllabuses on that basis. The first conference took place at Wardha and the first experiment under the scheme was conducted in Sewagram near Wardha where Mahatmaji stayed. It was for this reason that this type of education came to be called the Wardha Method of Education. The Zakir Hussain Committee submitted its report on Basic Education. This was gone into by the Central Advisory Board of Education which appointed a Sub-Committee to go through the scheme in detail. On the recommendation of that Sub-Committee, the Central Advisory Board of Education, in its report on Post-war Educational Reconstruction, popularly known as the Sargent Report, accepted the main principles of Basic Education and advocated its acceptance throughout India thus putting its seal of approval on the main principles that emanated from Mahatma Gandhi. The Government of Madras have accepted Basic Education as their policy in elementary education. They have accepted it because they believe that the principles of Basic Education, if properly put into effect, will succeed in drawing out the best qualities in our children and developing their personality to the fullest extent.

A beginning to introduce Basic Education was made by the Government in this Province in 1938, but, before anything could

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

In 1946, two training schools for teachers were started, one at Vinayasram in Guntur district for the Andhradesa and the other at Periyanaickenpalayam in Coimbatore district for Tamil Nad, where there was an atmosphere suitable for the purpose. In that year, trained teachers were re-trained for Basic Education. During 1947-48, 27 Basic Schools were started with the help of these re-trained teachers. In the same year, five more Basic Training Schools were started in the Province. In addition to sending eight candidates for re-training in Sewagram, arrangements were also made to train the staff of our training schools in this Province itself. Out of the staff so re-trained, ten more Basic Training Schools were started in the current year. There are now 17 recognized Basic Training Schools and 70 Basic Schools working in the Province.

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



Government all the training schools in the Province will be converted into Basic Training Schools.

With the acceptance of Basic Education as the policy of Government with regard to elementary education, it is also necessary that all elementary school teachers should be re-trained in the ideology of Basic Education. We have nearly 32,000 elementary schools with 125,000 teachers. The re-training of such a large number of teachers is a tremendous task but it has to be done. Though, in the beginning a course of about six months is necessary for re-training, it is possible that with the expansion of Basic Education and by conversion of all training schools into Basic Education institutions, teachers will be more and more acquainted with the principles of Basic Education and the period of training may become shorter. Plans for giving such training as may be necessary are under the active consideration of Government.

The expansion of elementary education in this context means elementary education of the Basic type. It is the earnest wish of the Government that the system of compulsory Basic Education should be effectively put into practice within the next ten years. A Cabinet Sub-Committee has been appointed to go into the matter in detail and evolve a definite scheme for the purpose.

## IMPROVING THE STATUS OF TEACHERS AND THE INSPECTORATE

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

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

With regard to teachers in secondary schools, the Government have compelled the aided managements to pay them at local board rates and to help them to do so, the Government

have come forward with a two-thirds net grant instead of the original half. Teachers in aided schools have been agitating for a long time for the revision of the form of their agreements with the managements so that they may be given stability of tenure and right of appeal against orders of aided managements. The Government have considered the matter in consultation with the Provincial Advisory Board of Education and have revised the forms of agreement which provide for both permanence and stability. Teachers in high schools have also been given scope for recruitment as District Educational Officers in Government service. The rates of dearness allowance applicable to teachers in Government schools have also been made available to secondary school teachers in all managements and the Government are paying their share of dearness allowance to the aided secondary school teachers. The Government are also contemplating the selection of Lecturers from aided institutions for Principals of Government Colleges. Thus, it will be seen that it is the policy of Government to raise the status of teachers as far as possible within the present circumstances.

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

## ADVISORY BOARDS

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

On receiving the various suggestions through replies to the questionnaire, the Government took up the reorganization of secondary education in right earnest. The matter was referred

to the Secondary Education Board. That Board appointed a sub-committee to go into the matter fully. That sub-committee consisted of distinguished educationists, principals of prominent colleges, representatives of universities and others. After considering the matter for many months, they submitted a report, which was considered by the Secondary Education Board. After having been approved by the Secondary Education Board, the report was again considered by the Provincial Advisory Board of Education.

After approval by the Provincial Advisory Board of Education, the general principles of reorganization were generally approved by Government and as many as 27 committees were established to go into the details of the scheme and to work out the detailed syllabuses. The members of these committees were drawn from the most experienced people in the teaching profession throughout the Province. These distinguished men and women who have laboured for education, many of them for more than a quarter of a century and who were leaders in various spheres in the educational world, gave the best of their experience in drawing up these syllabuses. After the revised syllabuses were drawn up, they were published in the Gazette for eliciting public opinion and in the light of public opinion received, the Government approved the reorganized scheme of education and the draft syllabuses drawn for them. The thanks of the Government are due to these devoted savants in the field of education who worked so hard and well to bring out this new scheme of secondary education.

## REORGANIZATION OF SECONDARY EDUCATION

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

The present reorganization of education seeks to remove these defects. But it is not enough to view the reorganization merely from this negative point of view. It must also have positive ideals and objectives for which it must work. There must be a revolution in our view of education, particularly about the objectives of education. In olden times it was said that the object of education was to give knowledge and to sharpen the intellect. But today we have found by experience that mere giving of knowledge is not sufficient and mere development of the intellect at the expense of character and social sense may lead to undesirable consequences. And so, education to be true and of lasting value, should, in addition to giving knowledge and sharpening the intellect, also develop character and social sense. Our boys and girls must be made to feel that higher life consists not in their own personal satisfaction or aggrandisement, but

in serving the community and the State. Education in free India should possess the characteristics of education of a free people in which men and women are trained to think freely, live and act with discipline and have ideals of service and devotion towards their country. The present reorganization of education has been effected with these great ideals in view.

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

The main aspects of the reorganization are—

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

(2) The introduction of citizenship training, is a new aspect in the reorganization of education. This, while it consists of the main elements of scouting, uses these activities for educational purposes. To put forward the good of the Society and group before one's own is an ideal which every child must cherish if we are to evolve a good and stable society.

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

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

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

(5) That our schools lead our pupils to blind alleys and do not teach them any useful craft or train them for professions of any kind has been one of the complaints against the present day education. For the last 15 years, many Committees of education have considered this matter and have suggested what are called bifurcated courses in the high school classes, so that a large majority of pupils, who have a taste for such avocations, may take to those courses. What has been talked of for the past so many years is sought to be given effect to under the present



reorganization scheme. Engineering, Secretarial work, Agriculture, Teaching practice, Domestic Science, Drawing and Painting, Music and Dancing are provided in the bifurcated courses. The number of these bifurcated courses may increase according to the needs of the society. At present, a few schools, limited in number, have been chosen for these courses so that they can work efficiently to be examples to those that follow later.

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

The Government should clear a misunderstanding that exists in the minds of some people that Hindustani has been made compulsory. It is not so, Hindustani is not compulsory in any part of our curricula. It is absolutely optional in both the Middle School and High School stages and it is open for anybody to take Sanskrit, Arabic or any other Indian language in the Middle School stage or the regional language itself in the High School stage.

The Government would like to point out the high place that has been given to the regional language. Previously, one can avoid the regional language even in the II Form stage and take Sanskrit or any other language. Until recently, it was not also the medium of instruction in schools but now not only has

provision been made for the study of the regional language by all pupils but it has also been made the medium of instruction in the schools. The Government have been taking various steps to develop the regional languages and there is absolutely no ground for fear that the regional language will in any way suffer by the pupil's taking one of the languages in the second language group.

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

(8) *Reform of Examinations.*—Along with the Committee which made recommendations on the details of the Reorganization of Secondary Education, a sub-committee was appointed to review the present system of examinations and to recommend a more reliable system of testing the achievement of the candidates, taking into account their practical capabilities and factors of personality. The Committee recommended two schemes, one for ultimate adoption and the other for immediate introduction, if found acceptable. The chief recommendations consist of two parts ; firstly the making of a provision for taking into account the work of the pupil throughout the school course ; and secondly provision for rating practical abilities, social behaviour and general factors of personality. The matter is under consideration.

(9) *Visual instruction.*—Recognizing the large and important part played by visual appeal in the education of children,

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

## COLLEGIATE EDUCATION

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

Research is an important aspect of education. While colleges have grown in number, along with them the number of students admitted into colleges and graduates going out of the colleges has also increased tremendously. But, there must be at least a few institutions in which work of a much higher calibre is done and research is organized. It is the intention of Government to make the Presidency College such an institution. With that end in view, on the advice of the University, the Intermediate classes in the Presidency College have been shifted to the Government Muslim College. The Government have also ordered the institution of a new chain of professors of a higher grade in the Presidency College. A committee consisting

of representatives of institutions where high grade research is done and others is being appointed by Government to advise them as to the steps to be taken to convert the Presidency College into a high grade institution doing research.

The Government have also given grants (to Universities) to develop courses in new subjects such as Atmospheric, Meteorology and other subjects in the Andhra University.

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

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

## TECHNICAL EDUCATION

IT IS THE policy of Government to encourage technical education as much as possible. Technical education may be of three kinds :

(1) That part of technical education which may be called pre-technological which is given in our reorganized technical high schools. These will provide subjects like Civil Engineering which have been provided for as bifurcated courses in high schools.

(2) The second type of institutions are the polytechnics. These are managed by the Industries Department and are catering for a higher standard than is contemplated in our technical high schools but lower than what are recognized by the Universities.

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

Originally there was provision only for the Basic Engineering courses of Civil, Mechanical and Electrical. In 1945-46, Highway Engineering and Electrical Communications were also introduced. It is proposed to provide for Textile Technology and Automotive Engineering in the Coimbatore College. The Government have also under consideration proposals to provide Aeronautic, Naval and Public Health Engineering as courses of instruction in the Engineering Colleges.

With the increase in the number of colleges, the number of students in the Engineering Colleges has also been increased considerably. Before 1945, there was only one Government Engineering College and the number of students admitted each year was 125. In 1948-49, i.e., in the current year, the number of students admitted in the four Government Engineering Colleges are—

Name of the college.	Number of students.
1 College of Engineering, Guindy ... ..	125
2 Arthur Hope College of Technology, Coimbatore.	75
3 College of Engineering, Vizagapatnam, Kakinada.	105
4 College of Engineering, Anantapur ... ..	75

Thus, it will be seen that after this Government came to power both the number of colleges and the subjects provided in them have increased.

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

The matter of making our Engineering Colleges more efficient and up to date is also under consideration of the Government. A sub-committee of the Technical Education Board has been appointed to go into the matter and suggest ways and means for improving the efficiency of the colleges in various respects. On receipt of the report, the Government will take suitable steps in that direction.

## ADULT EDUCATION

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

Adult Education may be conceived in three parts—

- (1) *Adult literacy schools,*
- (2) *Institutions for adult education, and*
- (3) *The organization of a library system*

throughout the Province so that those who had already been educated may, through books, educate themselves further.

The Government have taken up all these three branches of adult education. The scheme of adult education adumbrated by Government provides for the opening of adult literacy schools throughout the Province. This is only the beginning. Numerous adult literacy schools are expected to be opened throughout the country through Government aid. Adult literacy work requires a different training from that given to teachers for teaching children in schools. And so, provision has been made for the training of teachers for teaching in Adult Schools. Such training schools have been opened under the Adult Literacy programme chalked out by Government.

The Adult Education programme consists of two parts, one for youths and the other for adults. The direction of



youths in proper channels is a very important aspect of work which also the Government must attend to. The citizenship training envisaged in the Adult Education programme seeks to give training not only to teachers on the new citizenship courses introduced in schools but also gives scope for young men and women through these courses, to learn to channelize the enthusiasm of young folk in social service and other beneficial activities. Provision has also been made for training workers in social service on Gandhian ideology. The syllabuses of these courses provide for a rural approach to the problems and give a basic grounding for such of those people as would like to take up service in the villages as a labour of love.

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

Reference may be made here to the library legislation now pending before the Legislature. The library legislation provides for the establishment of well-organized libraries throughout the Province. Till now, the growth of the libraries has been haphazard. They have not been given proper direction. It is the intention of Government to develop a well-knit library organization throughout the Province as one of the main instruments of Adult Education. It is also the purpose of Government to develop a system of aided libraries so that scope for opening such libraries could be given wherever local people are forthcoming to start them. Local library authorities will be

constituted under the Bill with statutory powers enabling them to establish such libraries within their area and a central library will also be established at Madras under a Director of Public Libraries. This will also contemplate the bringing into existence of travelling libraries as well as using the libraries as far as may be possible for Adult Education purposes.

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

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



## Appendix I

### NUMBER AND STRENGTH OF EDUCATIONAL INSTITUTIONS AND THE EXPENDITURE INCURRED ON THEM.

Year.	Collegiate education.			Secondary and middle education.			Elementary education.		
	Number of colleges.	Strength.	Expenditure in lakhs.	Number of schools.	Strength.	Expenditure in lakhs.	Number of schools.	Strength.	Expenditure in lakhs.
			RS.			RS.			RS.
1943-44 ...	82	24,616	58'00	758	323,751	143	36,314	2,982,181	314
1944-45 ...	84	28,151	65'78	840	359,092	165	36,035	3,027,458	306
1945-46 ...	93	31,467	84'16	855	404,938	203	35,929	3,244,261	460
1946-47 ...	105	38,590	110'89	901	441,425	248	36,148	3,456,085	572
1947-48 ...	107	39,980	117'07	971	476,749	231'04	36,393	3,695,217	673'64

### ENGINEERING COLLEGES

Year.							Number of colleges.	Strength.
1943-44	..	...	...	...	...	...	1	448
1944-45	.	...	...	...	...	...	1	466
1945-46	...	...	...	...	...	...	2	514
1946-47	...	...	...	...	...	...	4	980
1947-48	...	...	...	...	...	...	4	1,031
1948-49	...	...	...	...	...	...	4	1,402

## Appendix II

(A)

G.O. Ms. No. 1394, Education, dated 29th May 1948, as modified by G.O. No. 1643, Education, dated 26th June 1948.

[Education—Secondary—Reorganization—Orders passed.]

*Order—No. 1394, Education, dated 29th May 1948.*

The Government have had under consideration for sometime past a scheme for the reorganization of secondary education with a view to make it more efficient, practical and useful and at the same time to provide scope for a variety of courses to suit the aptitude of the pupils. The Board of Secondary Education was asked to go into the question and suggest a comprehensive scheme. The Provincial Advisory Board of Education considered this scheme and made their recommendations. The Government have carefully considered the recommendations made by the Boards and they proceed to pass the following orders.

2. *Provision of three types of schools for study after III Form (trade schools, technical high schools and academical high schools) and introduction of bifurcated courses.*—The question of opening trade schools is under separate consideration. The Government do not consider it necessary to open separate technical high schools at present. They have decided that it will be sufficient if the diversified secondary school courses are introduced in the existing high schools providing for literary or academic courses. They have accordingly issued orders separately sanctioning the introduction of certain bifurcated courses of studies in selected high schools commencing from Form IV in the current year.

3. *Abolition of optionals in High School classes.*—The Madras and the Annamalai Universities have agreed to the proposal. The Andhra University has suggested that if necessary the optional

subjects may be classified on a broader basis than at present. The Government accept the recommendation of the Board of Secondary Education and direct that optionals be abolished in high school classes. This will come into effect from 1949-50 as the reorganized courses will be begun in the IV Form this year, 1948-49.

4. *Position of various languages.*—The Provincial Advisory Board agreed by a majority—

(i) that English should be taught compulsorily from Forms II to VI instead from Forms I to VI as recommended by the Board of Secondary Education,

(ii) that provision should be made for the teaching of Hindustani in Forms I to III and that pupils may choose between Hindustani or a foreign or classical language in Forms IV to VI in addition to the regional language.

The views of the Universities were obtained. The Madras and Andhra Universities suggested that English might be taught in Forms I to VI instead of in Forms II to VI. As Hindustani is to be taught from Form I, the Government consider that it will be sufficient if English is taught in Forms II to VI. On the question of the study of Hindustani and of Sanskrit and other languages in future the Government, after reviewing the recommendation of the Provincial Advisory Board, have decided as follows :—

(1) that Hindustani should be taught in Forms I to III instead of in Forms II to IV ;

(2) that students should be allowed the option to take Hindustani or any other Indian Language or any other classical language such as Sanskrit, Arabic or Persian in Forms I to III and once they exercise that option they should appear for examination in that language. Students who offer Urdu should learn the Nagari script also at both the stages of Forms I to III and Forms IV to VI ;

(3) that henceforth throughout the secondary school course, the regional language should be the first language, Hindustani or its alternative should be the second language and English the third language ; and

(4) that the study of Hindustani or its alternative in Forms I to III should be compulsory in all parts of the Province (Andhra, Kerala, Karnataka and Tamilnad).

In Forms IV to VI pupils will have the option to study, in addition to the regional language, a second language such as Hindustani, or

Sanskrit or Persian or Arabic or Urdu or any other Indian or foreign language and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods but those who want to take the regional language alone should take eight periods in that language. Pupils will be permitted to study a language different from the one studied by them in Forms I to III provided their attainments in that language arc up to the standard.

5. *Religious and moral instruction.*—The Government accept the recommendation that formal instruction should be avoided without prejudice to the existing provision for religious instruction under a conscience clause. The Director of Public Instruction is requested to issue the necessary instructions in the matter. In schools specially intended for Muslims, religious instruction will be regulated with reference to G.Os. No. 1727, Education, dated 22nd September 1933, and No. 266, Education, dated 7th February 1948.

6. *Citizenship training.*—The Government agree with the Board that this is very necessary and they accordingly direct that it should be made a part of the school curriculum. The syllabus for Forms I to VI has been prepared and will be approved separately.

7. *Introduction of crafts in all secondary schools.*—The Government consider that education in Forms I to III of secondary schools should be a natural continuation of basic education in the elementary schools and that the curriculum of studies for Forms I to III should be based on a main craft and that the teaching of all subjects should be correlated with that craft. They accordingly approve, for the present, three crafts for boys' schools, namely, Handloom-weaving, Wood-work and Gardening and Agriculture, among which one or more may be chosen. In girls' schools, Homecraft will be the basic craft in Forms I to III and after Form III, Domestic Science will be a specialized subject of study and examination in high schools for girls.

The other subjects to be taught in Forms I to III, will be the *First and Second languages*, from Form I, *Third language (English)* from Form II, *Mathematics, General Science, Social Studies, Citizenship Training, Arts, Physical Education and Religious or Moral Instruction*. The time that will be allowed for the study of each subject is shown in the annexure. The time indicated is only suggestive. The Director of Public Instruction is authorized to finalize the syllabuses in these subjects. The Director is also requested to revise the

Secondary Grade Training syllabuses on the basis of the reorganization scheme for Forms I to III and submit them to Government for approval.

8. Orders will be issued separately in regard to (1) reorganization of physical education and introduction of military training (formation of a junior division of the National Cadet Training Corps) and (2) reorganization of examinations.

9. The draft syllabuses are in the course of finalization. Orders on the syllabuses will be issued as soon as they are ready. Necessary amendments have also to be issued to the S.S.L.C. scheme embodying the revised syllabuses and rules in the scheme. The Government consider that the introduction of the new scheme need not be delayed on this account. They accordingly direct that the new scheme be introduced in Forms I and IV in all schools in 1948-49. The old scheme will continue to be in force in Forms II, III, V and VI in 1948-49 and in Forms III and VI in 1949-50. The Director of Public Instruction is authorized to introduce the reorganized syllabus in anticipation of the approval of the Board of Secondary Education and the issue of the necessary amendments to the S.S.L.C. scheme. In respect of languages, during 1948-49, the existing syllabuses should be followed in all forms except Form I and the new syllabuses in the first and second languages should be introduced in 1948-49 in Form I and the new syllabus in English should be introduced in Form II in 1949-50.

10. The Government would like to make it clear that the contemplated reorganization is essentially a matter of a change in the outlook on education rather than merely the content of instruction. It is essential that our education must be through activities intended to bring about the best in our children. The school must become an active social centre and attempt to train the children for life. Civic and other social studies must be taught through actual organization of such life in the school, by maintaining cleanliness, and by inculcating personal and social habits in the school itself.

11. The Director of Public Instruction is requested to issue such further instructions as may be necessary to clarify the principles underlying the scheme for the reorganization of secondary education and to propose the necessary amendment to the S.S.L.C. scheme and the syllabuses attached thereto at an early date.



# ANNEXURE.

Serial number and subject .	Number of periods in each form.		
	I	II and III	IV to VI academic course.
1 First or Regional Language ... ..	6	6	4
2 Arts and Crafts ... ..	7	3	4
3 Second Language (Hindustani, Sanskrit, Persian, Arabic or Urdu, etc.)	3	3	4
4 Third Language—English ... ..	...	6	6
5 Mathematics ... ..	5	5	5
6 General Science ... ..	4	4	4
7 Social Studies ... ..	4	3	3
8 Citizenship ... ..	2	2	2
9 Physical Education ... ..	3	2	2
10 Religious or Moral Instruction ...	1	1	1
<u>Total number of periods ...</u>	<u>35</u>	<u>35</u>	<u>35</u>

“Teaching” four periods from Arts and Crafts and two periods from other subjects are proposed to be taken. (*See page 29, paragraph on Teaching Practice.*)

## (B)

G.O. No. 1395, Education, dated 29th May 1948.

[Schools—Secondary—Introduction of bifurcated courses in selected schools in 1948-49—Ordered.]

*Order—No. 1395, Education, dated 29th May 1948.*

In 1940, the Government announced a scheme for the reorganization of secondary education which provided among other matters for the opening of S.S.L.C. vocational courses in various subjects as an alternative to the existing high school courses leading to the University courses. The main objects of the scheme have been to

divert from University courses students who get admitted there simply because no alternative courses are available and also to provide different opportunities for such students so as to enable them to earn a living in vocations instead of pursuing the academic courses. It was intended that the separation of the two types of courses should take place at the V Form stage. Owing to the difficulty of securing the equipment required for the teaching of the new courses such as typewriters, tools, instruments, etc., the introduction of the courses was first postponed until after the war and subsequently till 1947-48.

2. In 1947, the Board of Secondary Education, which was newly constituted, was asked to consider the question of reorganization of secondary education with reference to the changes which had taken place since the original scheme was prepared and to suggest a comprehensive scheme. One of the questions which the Board was asked to consider in this connexion was the introduction of bifurcated courses in secondary schools. The Board accordingly considered the matter and made the following recommendations :—

(1) That bifurcation into technical and academic courses should be made from Form IV instead of from Form V ;

(2) that there should be three types of schools after the III Form stage, namely, —

(i) Trade schools preparing pupils exclusively for a trade at the end of three years,

(ii) technical high schools preparing pupils for a technical career through a subsequent course at a polytechnic or for a secretarial or commercial career or for domestic or aesthetic pursuits in life, and

(iii) academic high schools preparing the pupils for entrance to a course at the University.

This classification was accepted by the Provincial Board of Education.

3. The Government have carefully considered the recommendations. The question of opening Trade schools is being examined and orders will be issued separately. In regard to Technical high schools, the Government do not consider it necessary now to establish separate high schools and they consider that the purpose will be substantially served if these technical courses are provided in

the existing high schools which provide academic courses and that the diversified courses may be introduced from Form IV as recommended by the Board. The Government have decided that, to begin with, the following courses of studies should be introduced in 50 selected high schools from the school year 1948-49 and that the question of extending the system to other high schools should be taken up later :—

- |                  |                                   |
|------------------|-----------------------------------|
| (1) Secretarial. | (4) Drawing and Painting.         |
| (2) Engineering. | (5) Domestic Science and Cookery. |
| (3) Agriculture. | (6) Music and Dancing.            |

TEACHING PRACTICE will also be one of the varied courses to be introduced under the new scheme. The question of introducing this subject in 1948-49 is under separate consideration. Other subjects will be added as and when necessary.

The draft syllabuses for these courses will be placed before the Board of Secondary Education and finalized shortly. The S.S.L.C. scheme will also be amended embodying the revised syllabuses. Pupils taking the academic courses will move on to University courses as they do at present. It is the intention that pupils taking the technical courses should also be enabled, if they wish to do so, to move on to University courses. The question of admission of the students taking the technical courses into University courses has been taken up with the Universities and a final decision has not yet been arrived at but the Government consider that the introduction of the bifurcated courses in the selected high schools need not be delayed on this a count. On the other hand, in keeping with the main intention of the scheme of bifurcated courses, it is being arranged that pupils taking the Engineering courses under the scheme would not only be eligible but would be preferred for admission to the polytechnic courses appropriate to the particular subjects chosen by them under the bifurcated scheme. It has been decided also that the Secretarial course will alone be the primary qualification for appointment to posts of lower division clerks and similar posts in Government service except that this would not preclude Government from fixing higher qualification for such posts in any department or office where the special nature of the work requires it. However, until the Secretarial courses are opened in a large number of schools in the Province, the number of candidates who have

undergone the Secretarial course may not be sufficient to meet the demand ; when candidates who have undergone the course are not available, others will continue to be appointed to service as at present.

The Director of Public Instruction will be authorized to introduce the syllabuses for the courses of studies mentioned above in anticipation of the approval of the Board of Secondary Education and the amendment of the S.S.L.C. Rules. The time that will be allowed for the study of the various subjects for students taking up the bifurcated courses is shown in annexure. Orders will issue separately in regard to the schools in which the bifurcated courses will be introduced from the current year.

4. With a view to enable local bodies and the managements of aided secondary schools to meet the extra cost involved in the organization of the new courses, the Government have decided that teaching grants should be made as a special case calculated at three-fourths of the net cost of running the courses during the preceding financial year subject to a maximum of Rs. 1,450 per annum to each school for a period of five years from the introduction of the courses and that the question of revising the arrangement should be considered at the end of the period. The teaching grant for 1948-49 is payable only in 1949-50 but as the managements may require same financial assistance during the first year of introduction, an advance teaching grant of Rs. 500 will be made to each school in which the bifurcated courses are introduced in the current year and the balance will be paid in the next year after the grant for 1948-49 is assessed. In addition a non-recurring grant equal to three-fourths of the cost of the equipment to be purchased for the new courses will be paid in the current year subject to a maximum of Rs. 5,700 for each school. Necessary provision has been made under the appropriate heads under ' 37. Education ' in the annual estimate of expenditure for 1948-49 to meet the expenditure.

5. Orders will be issued separately on the other recommendations of the Board of Secondary Education in regard to other matters.

6. The Director of Public Instruction is requested to issue the necessary instructions to the local bodies and private managements concerned for the introduction of the new courses in the current year.

# ANNEXURE.

Number of periods per week in each Form.								
Serial number and subject.	Secretarial Form IV.	Pre-technological Form IV.	Aesthetic and domestic Form IV.		Secretarial Forms V and VI.	Pre-technological Forms V and VI.	Aesthetic and domestic Forms V and VI.	
			(a) For all.	(b) Three optionals from among five of these below.			(a) For all.	(b) Three optionals from among five of these below.
1 First or Regional language.	4	4	6	...	+	4	6	...
2 Arts and crafts ...	To be taken from the special subjects according to their needs.	...	To be taken from the special subjects according to their needs.	* 5	As in Form IV.	As in Form IV.	...	* 5
3 Second language, Hindustani, Sanskrit, Persian, Arabic or Urdu (or Advanced Course in First language).	4	} Either second language or third language 4 to 6 periods.	...	5	+	4	...	5
4 Third language (English).	6		2 (Composition only).	5	6	6	2 (Composition only).	5

5 Mathematics...	...	5	5	...	...	...	...	...	5
6 General Science	...	Nil.	5	5	...	5	...	(Included in special subject).	5
7 Social studies	...	3	5	5	...	4	...	(Practical to be part of special subject).	5
8 Citizenship	...	2	...	...	...	...	...	...	...
9 Physical education	...	2	...	...	...	2	...	(Included in special subject).	...
10 Religious or Moral Instruction.	...	1	...	...	...	1	...	...	...
11 Special subjects of the diversified courses.	...	8	...	...	...	9 (plus 1 which may be taken reducing Math. from 5 to 4 periods).	...	...	...
Total number of periods.		35	35	35	...	35	35	20 (3 × 5 or 15) / 35	35

\* This will be Domestic Science (Subsidiary) for all girls' schools where Domestic Science is not the special subject.

(C)

G.O. No. 846, Education, dated 9th April 1948.

[Adult Education—Scheme—Sanctioned.]

READ—the following papers :—

From the Director of Public Instruction, dated 10th October  
and 17th November 1947, No. 780-B-2-47.

*Order—No. 846, Education, dated 9th April 1948.*

The Government have had under consideration for some time past the question of framing a scheme for the spread of adult education with the twofold object of liquidating the illiteracy of adults and of improving the knowledge and the education already possessed by adults, through education centres, libraries, cinemas, etc. They have now drawn up a scheme of adult education as follows, which provides :—

- (1) Adult literacy schools for liquidating illiteracy among adults ;
- (2) Training of staff for adult literacy work ;
- (3) Rural Colleges for giving higher educational training for persons who have had some school education already ;
- (4) Training camps for social service workers ;
- (5) Training camps for citizenship and youth workers ; and
- (6) Visual instruction.

(1) *Adult literacy schools.*—One hundred schools may be opened in 1948-49. A teaching grant at the rate of Rs. 8 a month per teacher and an additional flat rate of Rs. 4 per month for lighting and other incidental charges will be paid for each school. During the first year, a teacher should be employed for an average attendance of 15 pupils. In subsequent years when pupils are taken to a second year course a teacher will be allowed for each class. There should not be more than three teachers in a school as the course is only for three years. For the first two years, for want of teachers trained in adult education, teachers without this training may be allowed to do adult literacy work. In that case, the grant may be Rs. 5 plus Rs. 3. Adults between the age of 13 and 40 will be admitted into the schools, with a view to make them literates able

to read specially prepared books within a year. Instruction will be continued for a further period of two years to enable them to read a newspaper. Special methods will be adopted mainly on the lines of Laubach's Quick Literacy Plan and all aids to quick literacy like slides, pictures, charts and reading sheets should be employed.

*Hours of work.*—Any part of the morning or evening for a period of not less than an hour and a half should be counted as a school day and 200 such school days may be considered adequate for the year.

*Teachers.*—Part-time teachers should be employed who should have the following qualifications :—

(i) A certificate of having passed Form III or VIII Standard Public Examination ;

(ii) An Adult Education Teacher's Certificate granted after training at one of the recognized centres.

Day school teachers and others who may be employed in other professions or trades will also be eligible to be teachers in these schools, provided they have these two qualifications.

A syllabus specially prepared and approved for the purpose should be followed in these schools. A special set of books prepared for use by adults should be followed in the later stages.

*Equipment.*—In course of time, a small library should be built up in every school.

Any available building in the place should be utilized for the schools. No separate building or furniture of any kind need be provided.

*Minimum attendance.*—A minimum average attendance of 15 pupils is required for every school. During the first two years, the rule may be relaxed to permit schools with a minimum of 10 pupils to receive grant.

(2) *Training of the staff for Adult Literacy Work.*—Sanction is accorded for opening of six centres, i.e., two for each linguistic area of Tamilnad and Andhra, one in Malabar and one in South Kanara for this purpose in 1948-49, and for the employment of the following staff for each centre :—

(i) A school Assistant with an allowance of Rs. 25 per mensem ;



(ii) A secondary grade teacher with an allowance of Rs. 15 per mensem ;

(iii) A drawing-master on Rs. 45 in the scale of Rs. 45—3—90 and a mechanic on Rs. 50 ;

(iv) A part-time music teacher on Rs. 30.

Sanction is also accorded for the expenditure of Rs. 100 a year for contingencies, stationery, etc., and also for the provision of the following equipment in each centre :—

				Maximum cost. RS.
(1) Three petromax lights	...	...	...	80 each.
(2) One magic lantern	...	...	...	150
(3) One gramophone	...	...	...	200
(4) Two Bagatolle boards	...	...	...	15 each.
(5) Ten sets of drawing materials	...	...	...	10 "
(6) Cut glass pieces for slide-making and other contingencies.				200

Aided managements will be given two-thirds grant for recurring expenditure and half a grant for non-recurring expenditure.

*The nature of training.*—The candidates admitted to the course will be given instruction and training in adult psychology in methods of teaching adult literates on Laubach's Quick Literacy Plan, in the preparation and use of slides, charts and reading sheets and in the methods of imparting general knowledge. They will also be given training in the use of magic lanterns, in singing and in the principles of organizing village libraries and clubs. The period of training will be six weeks.

*Qualifications for admission.*—Any one who has passed III Form or VIII Standard Public Examination will be eligible for admission to the course. Teachers in Board Schools and aided schools may also be admitted to the course. They may be granted leave or deputed for the purpose.

During the training, trainees deputed by local bodies or by aided institutions will be paid a stipend of Rs. 15 a month or Rs. 22-8-0 for the entire course. Trainees not deputed by local bodies or by institutions will be paid a stipend of Rs. 22-8-0 a month or Rs. 33-12-0 for the entire course.

A batch of 30 candidates, of which 15 may be deputees and 15 non-deputees, will be trained in each centre in 1948-49. As the

period of training is short, the candidates will be engaged throughout the day and, as such, it will be necessary for them to live at the centre of training. It will be a great advantage if one of the villages where a Basic Training School is proposed to be started next year is selected for this training.

In order that the Inspecting Officers may get acquainted with the methods of adult education, a few Deputy Inspectors, preferably the Personal Assistants to the District Educational Officers, should be asked to take the training for a period of ten days—a few with each batch. They will be paid no additional allowance, but they can draw the travelling and daily allowances admissible under the rules.

(3) *Rural colleges for giving higher education to people who have had some education already.*—Sanction is accorded for the opening of three colleges under Government, one for each linguistic area and for the grant of recognition to 20 colleges if opened by private agencies or by local bodies.

Lecturers from colleges and graduate teachers from high schools and training schools may be selected to give lectures. The services of lawyers and doctors may also be utilized for the purpose. A remuneration of not more than Rs. 180 a term may be paid to each lecturer, three such lecturers being appointed for each college. To look after the permanent arrangements in connection with the Rural Colleges, a full-time clerk or a higher grade elementary teacher may be appointed on the pay of Rs. 30 in the scale of Rs. 30—1—50.

Sanction is also accorded for the following items of expenditure :—

							Maximum expenditure. RS.
<i>Non-recurring.</i>							
Library	...	...	...	...	...	...	300
Teaching aids	...	...	...	...	...	...	100
Petromax light	...	...	...	...	...	...	80
Magic Lantern	...	...	...	...	...	...	150
Lantern slides	...	...	...	...	...	...	50
<i>Recurring.</i>							
Lighting, stationery, etc.	...	...	...	...	...	...	100 a year.

The aided colleges will be given a two-third grant on this basis on recurring expenditure and half grant for equipment. The fee income will be taken into account in deciding the amount of grant to be paid. An aided college may be given grants-in-aid if there is an average strength of not less than 15 students and if the prescribed syllabus is followed.

Those who have had education up to a certain standard and who are anxious to improve their knowledge will be eligible for admission into these colleges. The course will consist of lectures, demonstration and discussions for a continuous period of two years. The syllabuses of study will include subjects like Literature, Politics, History, Economics, Co-operation, Sociology and some Science subjects. The colleges may also provide for a variety of subjects, both of an academic and of a practical value, e.g., Agriculture, Engineering, etc. They can also provide for courses of study which are of special interest to women.

The two-year course will be divided into two terms and each term will consist of 30 lectures. For admission to the course, candidates should have a minimum qualification of third form or eighth standard and should be able to attend all the lectures for a period of two years. The fee of Re. 1 per month should be levied from each candidate. The candidates should provide themselves with necessary books. Each college should have not less than an average attendance of 15 pupils for purposes of recognition and aid. The classes should be held at some convenient time either in the morning or evening—not less than an hour and 45 minutes. A portion of this should be spent on discussion and tutorial instructions.

*Tests.*—At the end of every term there will be a test and at the end of two years a comprehensive examination on the results of which certificates will be issued to the students.

(4) Training camps for social service workers.—Sanction is accorded for opening five camps for this purpose, two in Andhra, two in Tamilnad and one in the West Coast—attached to existing Social Service institutions. The training of adults for social service will be for 6 weeks and will deal with Social Service in Gandhian ideology. It will provide for rural social service workers who will take up voluntary work in the villages. The students, not exceeding

30, will be given a stipend of Rs. 15 per mensem, i.e., Rs. 27-8-0 for the course of 6 weeks. There should be three teachers and one attender for each camp. They will be paid an allowance of Rs. 50 and Rs. 25 per mensem respectively. Sanction is also accorded for expenditure of Rs. 100 on contingencies and equipment.

(5) *Training for citizenship and for leaders in youth movement.*—Sanction is accorded for opening a series of courses for this purpose as explained below. The first course will provide for the training of 120 persons for 15 days for the total number of 180 working hours. Out of the 120 trained, about 40 should be selected to become trainers in their turn in future. These 40 should organize 8 training courses each to train 120 teachers in the same way as the first course preferably in the following places :

(i) Tiruchirappalli, (ii) Coimbatore, (iii) Salem, (iv) Cuddapah, (v) Bellary, (vi) Vijayavada and (vii) Kozhikode.

This cycle of training should be repeated thrice during the school year 1948-49 with the first of the central training during the term and decentralized training course during the mid-term, Christmas or Pongal and Summer holidays.

Sanction is accorded for the appointment of a Special Officer for three months on a consolidated pay of Rs. 300 per mensem (Rs. 250 plus Rs. 50), one Stenographer at Rs. 45 plus Rs. 35 special pay for three months, one peon at Rs. 16 per mensem for three months with the usual dearness allowances, to organize the course of training.

Sanction is also accorded for the following expenditure for each cycle of courses :—

	RS.
Food for 120 trainees for 15 days at Re. 1	1,800
Equipment	500
For 5 officers—food, travelling	300
Office expenses	100
<b>Total</b>	<b>2,700</b>

(6) *Visual instruction.*—Sanction is accorded for the purchase of 8 projectors and films for 8 districts at a cost of Rs. 5,000 per district and for the employment of one electrical mechanic on a pay

of Rs. 40 plus Rs. 22 and one attender on Rs. 20 plus Rs. 16 for each district. The projectors and the set of films will be kept in the District Educational Officer's office in each district, so that they may be loaned out for rent to educational institutions for school or adult educational purposes. A reasonable amount of hire will be charged for the loan of these projectors. The Director of Public Instruction will fix the hire.

The expenditure will be debited to the head "37. Education—r. Miscellaneous—A. General—(i) Excluding Post-War Reconstruction—8. Other grants—Voted—Adult Education classes and night schools."

G.O. Ms. No. 2536, Education, dated 26th  
November 1947.

READ—the following paper :—

From the Director of Public Instruction, No. 1653-B1/47,  
dated 9th September 1947.

*Order—Ms. No. 2536, Education, dated 26th November 1947.*

The Government approve the revised syllabuses for basic schools (Grades 1-5) and basic training schools adopted by the Sub-Committee of the Advisory Board of Basic Education at its meeting held on 10th June 1947. The syllabuses for basic training schools should be adopted in the training schools which train teachers of the Higher Elementary grade. In the case of basic training schools which train teachers of the secondary grade, the teaching of English may also be included in the syllabuses.

G.O. Ms. No. 173, Education, dated 26th  
January 1948.

#### ORDER.

The policy of the Government is to introduce the system of basic education throughout the Province gradually. The Government consider that in localities where the system of basic education is introduced, managements of elementary schools shall not be

allowed to maintain ordinary elementary schools without the specific permission of the Director of Public Instruction and that the recognition granted to elementary schools should be withdrawn if managements do not agree to convert them into basic elementary schools. The rules relating to grant of recognition to elementary schools will be amended accordingly. The appended notification will be published in the *Port St. George Gazette* :—

#### NOTIFICATION.

The following amendment shall be made to the rules relating to the grant of recognition and aid to elementary schools published in the Education Department Notification No. 243, dated 21st August 1939, at pages 556 to 558 of Part I-B of the *Port St. George Gazette*, dated 29th August 1939, as subsequently amended :—

#### AMENDMENT.

In the said rules, after rule 28-A, the following shall be inserted as rule 28-B :—

“ Recognition may be withdrawn also from a school functioning in a locality where the system of basic education has been introduced, if the Director of Public Instruction considers that the school in question shall not be allowed to continue as an ordinary elementary school.”

## MAN-MAKING EDUCATION

The end of all education, all training, should be man-making. The end and aim of all training is to make the man grow. The training by which the current and expression of will are brought under control and become fruitful, is called education. What our country now wants are muscles of iron and nerves of steel, gigantic wills which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion, even if it meant going down to the bottom of the ocean meeting death face to face. It is man-making education all round, that we want.

SWAMI VIVEKANANDA

