

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1908.

Enclosures

Spare copies

12/5

G.O., No. 203, 18th March 1908.

PP-14

Scheme of Studies for Elementary Schools for Girls.

Requesting the Translators to Government to furnish the Director of Public Instruction with a translation of the —.

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READ—the following papers :—

I

G.O., No. 755, Educational, dated 13th November 1907.

II

Letter—from the Hon'ble Mr. A. G. BOURNE, D. Sc., F.R.S., Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—the 9th March 1908.

No.—Ref. on Cur. No. 391 of 1907.

In continuation of this office letters, Ref. on Cur. No. 3892, dated 9th August 1907 and 16th October 1907, submitting copies of the Scheme of Studies for Elementary Schools for Boys, I have the honour to submit herewith seven copies of another scheme of studies intended for elementary schools for girls published in accordance with the provisions of rule 20 of the Madras Educational Rules and to state that I consider that this scheme also should be translated for the benefit of managers and teachers of elementary schools. I request that the Translators to Government may be instructed to undertake the work, as early as possible.

2. Arrangements will be made for the publication of the translations and their sale to the public as in the case of the scheme for boys' schools.

Order—No 203, Educational, dated 18th March 1908.

The Translators to Government will be requested to furnish the Director of Public Instruction at an early date with a translation of the "Scheme of Studies for Elementary Schools for Girls."

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

To the Director of Public Instruction.
" Tamil Translator to Government.
" Telugu "
" Malayalam "
" Canarese "
" Hindustani "
" Superintendent, Government Press.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 203, EDUCATIONAL,
DATED 18TH MARCH 1908.

[SUBJECT.—Scheme of Studies for Elementary Schools for Girls.]

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2. The Director of Public Instruction now submits a copy of the "Scheme of Studies for Elementary Schools for Girls" and requests that the Translators to Government may be authorised to translate that also.

3. Submitted that the Director's proposal may be approved. The draft placed below is submitted for approval.

T. K.—17-3-08.

K. RANGASWAMI AIYANGAR—17-3-08.

Issue.

C. A. SOUTER—17-3-08.

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PAPERS PUT UP WITH CURRENT No. _____

Papers of the department to which the current belongs.

Number.	Date.	Original (=O.) or spare copy (=S. C.).	Remarks. (In this column such of the papers as have been removed —for copying, printing, etc., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.
755	13-11-07	SC		

Papers of other departments.

Department.	Number.	Date.	Original (=O.) or spare copy (=S. C.).	Despatcher to note the return of the papers to the departments concerned.

Stock Form No. 135.
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EDUCATIONAL DEPARTMENT.



Received _____ 190 , Registered _____

12/3/1908

Subject.

Submitting seven copies of Scheme of Studies intended for elementary schools for girls, and requesting that Translators to Government may be instructed to undertake the translation of it for the benefit of elementary school teachers and managers.

ENCLOSURES.

No. 7 books sent
separately.

Spare copies _____

Ref on Cur No. 3 9 1/07

Station Madras , Dated the 9th March 1908.

From (Name) The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.

(Designation) Director of Public Instruction,

Madras.

To the Secretary to the Government of Madras,
Educational Department

Sir,

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TR
12/3

July
No. 203
18.3.08

SCHEME OF STUDIES

FOR

ELEMENTARY SCHOOLS FOR GIRLS

Recognized under the Madras Educational Rules.



MADRAS:
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

[PRICE, 1 anna.]

1908.

[3 pence.]

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MADRAS:

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1908.

SCHEME OF STUDIES FOR ELEMENTARY SCHOOLS FOR GIRLS.

INTRODUCTION.

The following scheme of studies is published by the Director of Public Instruction in accordance with the provisions of the Educational Rules.

It has been considered fitting that the necessity of adapting the subjects taught in girls' schools to the special requirements of girls with direct reference to their home life should receive adequate attention.

It is hoped that detailed specimen courses of instruction under the various headings of this scheme will from time to time be published by the department and also that inspecting officers and teachers will co-operate with one another in producing such detailed courses adapted to the various kinds of Elementary schools. This is especially desirable in the case of nature study. Lists of suitable manual occupations are also required. In preparing the scheme an effort has been made to afford guidance to authors and publishers in the preparation of suitable vernacular text-books. Steps are being taken for the provision of a separate list of text-books for use in Elementary schools.

SUBJECTS OF INSTRUCTION.

(1) The Vernacular.

Practice in speaking with clear enunciation: exercises in continuous oral narration: reading for information both silently and aloud: written composition: simple letter writing.

(a) *Reading*.—Pupils should be able to read with ease and correctness a plainly written manuscript in running hand and a portion selected from an approved reader, and to answer questions on the subject-matter of that portion. The pupils' understanding of the subject-matter of readers studied during the course may also be tested.

(b) Recitation with ragams.

(c) *Composition*.—Pupils should be able to write a short letter and to reproduce orally or in writing the substance of a short and simple story read or told to them for the first time and to describe orally any simple or familiar object or the contents of a picture placed before them.

(d) *Writing and spelling* will be tested in written composition.—Pupils should also be able to write correctly in ink a passage dictated from an approved reader and to transcribe correctly a similar passage.

In the higher standards pupils should also be able to read silently a descriptive passage of reasonable length from any approved reader and to reproduce the subject-matter concisely in their own words.

Pupils should also be able to write a letter on a given subject or a narrative of some event they have witnessed or a description of some place they have seen and to reproduce the substance of any lesson or part of a lesson.

NOTES.—(i) The subject-matter of readers should be dealt with in as realistic a way as possible. Much of what is now taught in so-called "object lessons" should be taken in connection with the reading lesson.

(ii) Constant repetition of the same reading lessons encourages mechanical reading and should not be allowed. At least one whole reader should be completed in each year of the course. There is no objection to more than one reader being completed in a year.

(iii) It will be noted that grammar as a separate subject has been omitted. Grammar should be treated as entirely subsidiary to the main aim of Vernacular instruction, i.e., ability to read, write and speak correctly, plainly and fluently. In the higher stages it may be found that analysis of sentences is helpful for this purpose—it should never be treated as an end in itself. The "minutiae" of parsing should be excluded.

(iv) In answering questions on the subject-matter of the reading or any other lesson pupils should be trained to use clear and precise language, to summarise what has been taught, and to express themselves in complete sentences where it is natural to do so.

(v) In writing, legibility, speed, accuracy, and neatness should all receive their share of attention. Where any one of these is neglected and where one is overcultivated at the expense of the others the instruction has failed. The use of printed copy books and production of completed copies will not be insisted on. Every teacher should be able to set a copy. These copies should relate to the subject-matter of contemporaneous class lessons. But if a teacher secures good results without the frequent use of copies he is to be commended rather than blamed.

(2) Space and Number Work.

The four simple rules and compound rules applied to Indian money: bazaar methods of calculation: Local and Madras weights and measures of length and capacity: English linear measure: English and Indian time. Understanding of the meaning of fractions and addition and subtraction of fractions with denominators of 12 and 16 and their factors. Simple problems in buying and selling: simple rule of three by method of unity: ability to reckon interest and maintain accounts in the manner of the locality: the meaning of plane surface, line, angle, parallel and such properties of rectilinear

figures as can be shown by experimental demonstration without the use of special apparatus: calculation of the areas of rectangles.

In the higher standards: practice, simple interest: percentages.

NOTE.—Elementary ideas of number (including counting) and of space relations should be acquired in the early stages through occupations, games and drill. A little later the addition, subtraction, multiplication, and division of small numbers should be practised with counters. The children should in this way acquire a considerable collection of number facts before they are taught to write figures. The writing of figures may be postponed till towards the end of the second year. Work that the pupils can do without writing should never be written down, e.g., written addition should begin with numbers of at least two figures. Sums of this

4	11
6	4
—	—
10	7
—	—

kind should not be worked on slates

Every care should be taken to prevent arithmetic degenerating into mere cyphering. Teachers should bear in mind that one of the main objects of teaching mathematics is the cultivation of a habit of reliance on the validity of the pupils' mental processes. The pupil should be trained to expect to be right, not as at present to expect to be wrong. While it is necessary that the facts contained in "tables" should be thoroughly known, parrot-like repetition of tables should be discouraged and no "tables" should be used at all except such as the pupils have constructed from information acquired by experiment or observation.

It is desirable that each school should possess, for realistic teaching, a graduated foot rule, a black board ruler a yard long, a pair of scales with Indian weights up to a viss at least and Indian measures of capacity.

In teaching a new process, concrete examples illustrating the practical necessity for the process should be put before the class. They should be then led to construct the process with the teacher's help and to apply it to further concrete examples. Drill in it should then be given to ensure accuracy and speed in its use; but definite meaning should often be given to the numbers used in the examples worked. Problems requiring the use of the new process in connection with those previously learnt should be set as soon as the new rule is known. This is the best means of giving practice in work already done.

In the latter stages, pupils should be practised in describing the processes employed and they should be encouraged to arrive mentally at an approximate result before working out the sum in writing.

The space teaching should be mainly by experimental demonstration.

(3) Health and House Management.

(a) Cleanliness of person and house, (b) Food with special reference to nutrition, (c) Common ailments and their remedies, (d) Epidemics and their prevention.

In the higher standards: (a) Bazaar medicines, (b) Simple sick nursing, (c) Accidents and their remedies, (d) Simple cookery, (e) Thrift.

NOTE.—This subject should begin in standard III.

(4) Needlework.

To cut out from measurement and to make up neatly a child's petticoat and a raviki or any appropriate garment approved by the inspecting officer.

In the higher standards: Darning and patching. Marking of letters on cloth.

(5) Drawing.

This should be insisted on as a means of cultivating in children a faculty of observing, comparing, recollecting, and thinking about all sorts of objects with a view to represent them in an intelligent and careful manner. To this end all others should be subordinated and great technical skill and finish need not be insisted on in teachers or pupils. The full course should include (in the order given below) free-hand and free-arm drawing of familiar and easy objects from the objects themselves, from flat examples, and from memory—composition drawing, *i.e.*, grouping of objects hitherto drawn separately with special reference to illustration of stories, drawing of symmetrical figures and designs (freedom and originality to be encouraged on the pupils' part).

NOTES.—(i) The portions underlined above will as a rule be confined to higher standards.

(ii) Even in schools which do not possess teachers or teacher competent to carry out the whole of this course, some attempts can and should be made to carry out part of it. If a sufficiently early start is made the pupils will at any rate learn by practice to draw objects from nature and memory sufficiently well to ensure some approximation at least to the aim enunciated above.

(iii) An early start should be insisted on. It must be remembered that in the early stages it is as natural for a child to express itself by drawing as by writing. Therefore a child should begin to draw as soon as it begins to write. The child will both write and draw better if it begins to draw curves and straight lines first with fingers in sand, then with crayon on black wall, black board or black planks. After a short preliminary drill in curves and lines an advance should be made to combinations of these lines and curves in simple devices, broadly suggestive of actual things with which the child is familiar or which are actually placed before it.

(iv) It must be remembered that in free-hand and free-arm drawing all measurements should be made by the eye only and without the aid of rulers, slips of paper, etc. Boldness and rapidity of execution are specially to be encouraged. No guide lines should be drawn, nor any lines which are not to form part of the completed drawing.

(v) The children should gradually be accustomed to draw rapidly objects mentioned in reading, geography, nature study lessons, etc., care being taken that in lessons other than drawing lessons only rough sketches are attempted and that the lesson is not converted into a drawing lesson. Stories told in class should also be illustrated by the pupils.

(vi) The use of flexible point (*i.e.*, brushwork) should be encouraged in addition to the use of firm point (*i.e.*, chalk or pencil). For brushwork cheap country paper and uniform colours purchasable in all bazaars can be effectively used. For free-arm drawing, *i.e.*, with arm stretched out to full extent, chalk and black board or a blacked wall are most suitable. For this work the pupils would stand. In a sitting posture they may work free-arm with chalk on blacked plank or on brown paper pinned on card board held before them at a slight slant with the left arm. Slates and crayon may be used in the same way. The use of slate-pencils is undesirable.

(vii) Expression of the object by mere outlines and structural lines should not be considered sufficient. From the earliest stages some attempt may be made to express substance and mass. This can most easily be done by brushwork and chalk, but may also be attempted by representing shades and tints by close and open series of well-drawn lines.

A list of suitable books, sets of drawing cards, etc., for guidance to teachers will be included in the list of text-books for use in Elementary schools.

(6) Physical Exercise.

(i) Indian games—dances, kummi and kolattam, etc., according to the practice of the locality.

(ii) *Drill and Physical Exercises*.—Marching, running, jumping, extension movements and exercises according to any approved system.

NOTE.—Even where there is no teacher competent to give formal instruction in drill some regular provision should be made for physical exercise in the shape of Indian gymnastics, games or sports.

Instruction may also be given in any of the following subjects:—

Geography.

The course should include (as far as possible in the order given below):—

A. Plans of school room, building, surroundings, village and neighbourhood (to be made by teacher and pupils): observation of the position of sun at various times in day and year: points of the compass: simple notions regarding the solar system and shape and movements of the earth: the crops, plants, animals, industries and climate of the neighbourhood: physical features of the locality and illustration of geographical terms: local means of communication: towns in the neighbourhood.

B. A general view of India, physical boundaries, general configuration, chief mountains and rivers, valleys and plateaux.

C. A general view of the Madras Presidency, physical boundaries, general configuration, chief mountains and rivers, valleys and plateaux, climate of various parts, chief products, agriculture and industries, means of communication, position and importance of the largest towns, languages and races: comparison of neighbourhood of school with some specially selected portion of the Madras Presidency.

D. Names and situations of the continents and oceans and general knowledge of distribution of the great land and water masses.

E. Map-drawing (by teachers and pupils) of the Presidency and specially selected portions of the Presidency.

F. Recapitulation (with more detail) of the above.

G. Detailed study of India (the same points should be attended to as in the case of the Madras Presidency).

H. Latitude, longitude, equator, zones, climate and characteristic products of the various zones.

J. A very general knowledge of the physical features and configuration of the great land masses of the world.

K. Detailed study of the British Isles (the same points should be attended to as in the case of India): a general view

of the British Empire: geographical position of its various parts with special reference to trade routes.

L. Detailed study of any one of the leading English colonies: comparison of India, British Isles and the selected colony.

M. Map-drawing of India, British Isles and the selected colony (pupils should be able to illustrate by maps the geography of portions of these countries as well as of each country as a whole).

NOTES.—(i) In the earlier stages the teaching should be entirely oral and should be based on intelligent observation of the immediate surroundings of the school. If this is done and mechanical repetition of names and meaningless facts is avoided, there is no objection to geography being begun at a very early stage in the school course—certainly some time before the fourth school year when it has hitherto been begun.

(ii) Elementary ideas regarding causal relations of geographical facts should be established even during the second-grade course, e.g., effect of geographical position and physical features on the climate of a place, effect of climate and geographical position on the products and trade of a place, etc. These ideas should be carefully developed at each stage in the higher grade course and pupils should be able to summarise the most important of these causal relations, putting in general terms what has been elicited from the study of particular countries.

(iii) For this purpose and in order to create and sustain interest there should be constant comparison of the country or place which is being studied with the locality in which the school is situated. In the later stages the comparison should be not only with the locality of the school but also with any other country previously studied.

(iv) In map-drawing both by pupils and teachers not only outlines of country, political divisions, and relative position of mountains, rivers and towns should be shown, but also the general configuration of the country and comparative elevations should be marked by shading, varied colours, etc. Special maps illustrating population, rainfall, languages, etc., of a country can also be attempted. Where possible relief maps should be employed and teachers should train pupils to make in clay rough relief maps of the locality, Presidency and India.

(v) Every effort should be made to obtain and show the pupils pictures of scenery, inhabitants, etc., in the countries studied. Books containing such illustrations—descriptive of travel in various countries—should be gradually acquired for the school library. The geographical readers and the geographical picture sheets now published are specially recommended for this purpose. The collection of picture postcards by teachers and pupils is also recommended.

(vi) It should be remembered that the district in India is an administrative not a geographical unit. In the earliest stages it is the neighbourhood of the school that is important and this may very possibly include a portion of two or more districts. Later on, instead of taking each district of the Presidency separately, it is desirable to treat separately each of the main geographical positions, e.g., the delta tracts, the Deccan portions, slopes of Western Ghats, etc. When the time comes for dealing with the administration of a district or province, the teacher should try to show how far political boundaries coincide with or diverge from physical boundaries.

Civics and Indian History.

A. Civics so far as the subject can be illustrated by local institutions.

B. Selected stories from Indian history relating to famous men and deeds of heroism (special stress to be laid on personal qualities of selected personages and their influence on the surroundings). Stories relating to historical events or historical buildings in the locality of school to be given preference.

In the higher standards.—(a) Extension of the civics course: (b) Very general outlines of Indian History: (c) More detailed study of the British period: (d) Comparison of the present condition of India with its condition in any one period to be specially selected.

NOTES.—(i) In the higher stages attention should be concentrated on the most important persons and events. There is obviously time only for the most salient features, especially in the pre-British period. The teacher's work should be to select these events and to consider how best he can focus each event and make it clear, intelligible and impressive. The amount of detail must depend on the number of events: a certain amount of detail carefully selected is often necessary to ensure the impressing of a realistic picture and to enlist the pupil's sympathies. In framing a syllabus the teacher will be guided to some extent by the locality of the school and will naturally devote special attention to events specially connected with that locality.

(ii) In every stage of the teaching pictorial illustrations will be of value. Maps and plans should be drawn by teachers and pupils. No opportunity should be lost of connecting history with geographical lessons.

(iii) Mere repetition of dates in the early stages is to be avoided. In the later stages only the most important dates should be committed to memory and these should be used as centres around which other events of the same period may be grouped.

(iv) In the lower stages the teaching should be entirely oral and, as far as possible, the teaching of civics should be in the form of object lessons.

Nature Study and Elementary Science.

Courses of lessons relating to (a) plant and animal life: (b) the surface of the land (i.e., simple facts of physiography and geology) and (c) the simplest physical and chemical phenomena.

NOTES.—(i) It should be distinctly understood that the lessons under this head are differentiated from those under other heads inasmuch as instruction proceeds from study of the actual object rather than from description or reading. The aim is not so much to impart information as to lead the children to find out for themselves all that they can about familiar and natural phenomena. The teacher should encourage the children to observe, describe and compare experiment and to draw from these observations and experiments simple general conclusions. He himself is there to guide rather than to inform, to suggest not to perform experiments. The instruction fails if it does not arouse in the child a lively interest in his surroundings. Much of the information that is gained by these lessons can and will be acquired in the reading, geography lesson, etc. Moreover much of the information gained can be added to, and used as a basis for, extended knowledge in reading, geography lessons, etc. The information hitherto given in schools in periods set apart for so-called "object-lessons" will now be more appropriately given in connection with reading, geography lessons, etc. The more realistic these lessons are made the better. But the nature of the subject-matter of these other lessons renders it impossible that the teaching should always proceed from observation of the actual phenomena which is the essential idea of the nature study course.

(ii) At each stage the work should be connected with drawing. Children should be encouraged to collect and arrange specimens of plants, stones, etc.

(iii) The same lesson should never be given twice. When the same object is taken as basis of a second lesson new facts should be sought for.

(iv) It is not necessary that all the branches should be taken in every school where nature study is attempted, nor should the same amount be required in every school in each branch. Much must depend on the circumstances of the school and the personal tastes and qualifications of the teacher. The objects or phenomena studied should be such as come under frequent observation of the pupils. In places where there is a school garden the botanical side may predominate. In each branch it is essential that there should be logical connection between the lessons. In drawing up syllabuses the correlation of subjects should be kept in view.

Second Language—English, Hindustani or any South Indian Vernacular.

Conversation in simple sentences on familiar objects connected with the school and its surroundings and the pupil's home surroundings and occupations. Ability to read, write, and spell correctly simple sentences of the kind employed in conversation.

Description of familiar objects and reproduction of simple stories both orally and in writing. Simple letter-writing, reading correctly and with ease from any approved reader. The pupil's understanding of the subject-matter of readers studied during the course may also be tested. Reading of manuscript of ordinary difficulty. Writing and spelling will be tested by the pupil's work in written description and reproduction. Pupils should also be able to write correctly to dictation a portion from any approved reader.

NOTES.—(i) The aim of instruction in second language should be entirely practical. Literary and philological aims should be entirely subordinated to the aim of training the pupils to use the second language for the practical purposes of every day life. No grammar save what is regarded as necessarily subsidiary to this end should be taught.

(ii) In the teaching of English the use of the vernacular should be avoided as much as possible, especially in conversation lessons. In the reading lesson translation is usually unnecessary and undesirable.

Music.

To be taught systematically from Standard IV upwards.
In the lower classes simple songs to be learnt by imitation.

General Remarks.

It is open to any manager to introduce with the approval of the Inspecting officer any optional subject other than those enumerated above. He must satisfy that officer that it is suitable for the school and that the staff and apparatus are adequate and must produce a satisfactory graduated syllabus for the subject.

It is also open to any manager under similar conditions to carry instruction in the subjects already enumerated further than is here recommended or to add to the course in any subject what seems to him necessary with reference to local needs.

2. In all recognized elementary schools the teaching given in the subjects named above should be in accordance with a syllabus framed with special regard to the circumstances of the school (especially with regard to the number and qualifications of teachers, caste, age, number of pupils, and locality of

school), so as to provide an organised curriculum throughout the school. The syllabus and time-table framed in accordance therewith should be approved and countersigned by the Inspecting officer responsible for the inspection of the school and should not afterwards be altered without his previous permission. The Inspecting officer should not require a syllabus once approved to be altered without a reference to the Inspectress of schools of the circle.

3. The Inspecting officer may also require such brief notes of the course of instruction in any subject of the approved syllabus to be produced as will show that the lessons have been properly prepared by the teacher in accordance with the syllabus.

4. The pupils should be grouped into standards as heretofore and the promotions, which seem desirable should be made at the beginning of each calendar year. There is, however, no objection when teaching any particular subject to the grouping of any of the standards together or to any reclassification of the pupils. This must largely depend upon the number of teachers and the number of pupils. It will be noted that no special portion is prescribed for any particular year or standard as the amount accomplished each year will necessarily vary according to the circumstances of the school. But Inspecting officers will be particularly careful to see that the work given for any particular class or group is suited to the capacities of the pupils.

5. In classifying pupils attention should also be paid to the character of the subject taught. Some subjects [*e.g.*, reading (in the later stages), nature study, geography] permit larger groups with pupils of more varying ages than other subjects.

6. It will be noted that *kindergarten*, *manual occupations*, etc., have not been separately enumerated among the subjects of instruction. This omission is intentional. It is hoped that in all schools the instruction in all subjects in the early stages will be in accordance with the principles of the kindergarten and that there will be no more talk of kindergarten as a separate subject. Similarly it is hoped that in all stages attention will be paid to the training of hand and eye by manual occupations in close relation to the various subjects of instruction.

7. But it is also desirable that there should be in every school a separate class which might be called the Kindergarten class for the little children below the age of six. It should be remembered that any attempt to reach a definite standard of knowledge of reading, writing and number, before the age of

six, should be subordinated to the more general aims of physical and mental development and training in habits of obedience and attention.

8. Although, for purposes of this scheme, it is necessary to draw a sharp line of division between the various subjects, the teachers should always bear in mind the need for interrelation of the various subjects, especially in the earlier stages.

9. In the construction of the time-table attention should be paid to rule 21 of the Educational Rules. Provision should be made in every time-table for at least one break of ten minutes in both the morning and afternoon sessions. No lesson should exceed fifty minutes in length and for the first two years of the course lessons should, as a rule, be limited to twenty minutes. In the early stages lessons in arithmetic, reading and writing should so far as possible be confined to the morning hours, the afternoon being given to subjects requiring less purely mental concentration.

10. In such subjects as geography, civics and nature study, when the course extends over two or more school years, it is not always desirable to allot any one portion of the course to any one school year. It is often better to deal with as much of the course as is possible in outline in one school year and then repeat the same topics with greater detail in the subsequent school years.

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