

Home (1916) Department.
(Education)

Graduation SERIES.

G.O., No. 1077

DATED 12.10.16

[Despatch Abstract.]

Secondary school leaving certificate scheme.

Recording notes connected with the place
assigned for Shorthand and Typewriting in the -----

Papers of the department to which the current belongs.

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1916.

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

- Name of Paper—
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The Madras Mail
Madras
9.9.16

For personal
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13-9-16

THE S. S. L. C. SCHEME.

COMMERCIAL SUBJECTS.

Mr. K. Seshagiri Rao, Senior Commercial Instructor, Board High School, Amalapuram, writes:—

It is a well known fact that before the introduction of commercial subjects into the S. S. L. C. scheme these forlorn subjects were solely patronised by napped men, who had no other opening left to them, either under Government or private bodies; but now, after the introduction of the technical subjects into the S. S. L. C. course, a thorough change has taken place. Commercial subjects are eagerly sought for and are becoming increasingly popular generally among students who have no idea of taking a University course; and if there had been a degree of Bachelor of Commerce in our University, similar to arts, medicine, law and engineering, as is found in some of the sister Universities, such as Bombay, I am sure many young men would have taken a degree in commerce, which would be of practical use to this country. Still, it is never too late to mend. This is the proper time to institute a degree of Bachelor of Commerce, and it is hoped that the gentlemen who tried once or twice before to influence the University for the introduction of commerce in higher education, will not give up the task as hopeless, but move the question again and again till it becomes an accomplished fact.

While thanking the Government for the introduction of the technical subjects at least in the S. S. L. C. course, I should like to point out some desired changes in the present S. S. L. C. syllabus in shorthand, typewriting, book-keeping, and commercial arithmetic. A perusal of the list of candidates published annually in the Fort St. George Gazette will convince any one that only a few students—I cannot say many because the number is really insignificant when compared with the total number of students appearing year after year—take up any or more of these technicals as their optional. Of the few that choose these technicals, many take up shorthand and typewriting along with history or any other subject. The grouping of shorthand and type-writing as one optional is very a happy indeed, merely for the fact they lose their individuality. For, from experience, it will be manifest that students find it a hobby to practice typewriting, while, with the exception of a few, they drag on unwillingly with shorthand. The syllabus is such that a student even completely ignoring shorthand can still score nearly 50 per cent of the marks in typewriting alone, if he applies himself very assiduously to his practice for two years, the subject being taught from the 5th Form.

The Government recognises as sufficient qualification for a shorthand-ypist an S. S. L. C. candidate who took up shorthand and typewriting as one of his optionals and secured a fair average—the exact average required is not known. But one cannot judge from the marks given in the certificate how much the student scored in shorthand and how much in typewriting, as only one figure is to be seen under shorthand and typewriting. So it can be confidently affirmed that a candidate who has passed shorthand and typewriting, elementary grade, of the Government Technical Examinations, is by far superior to an S. S. L. C. candidate with shorthand and typewriting as one of his optionals, because the S. S. L. C. students generally pay less attention to shorthand than to typewriting, with the surety that they can score a good number of marks in the latter subject alone. Thus the grouping of these two technicals into one, instead of each forming an optional by itself, has thrown into the background the more important of the "two in a one."

In my opinion the remedy is not far to seek. The question may be very easily solved by recognising the importance of each subject, and making each of them a separate optional,

without grouping them together. In saying this I am only reiterating what many of my friends have already opined through the columns of your very able and instructive journal. A simpler method, but by no means so effective as the one above-mentioned, would be to treat the marks separately under shorthand and typewriting in the S. S. L. C. certificate, so that the real worth of the student may be known in each subject. This may also guide the student in improving the subject in which he is weak.

So far I have done with shorthand. Let me examine the syllabus under book-keeping and commercial arithmetic. The very first thing that strikes one on perusing the syllabus is the absence of any mention about the theory portion of book-keeping. Theory must always precede practice. It is quite possible to work out problems in book-keeping practically in a most mechanic way without being able to express the reason why a specified transaction is entered in a particular way. Because it is not a part of the public examination to put questions on theory, the students thoroughly neglect to master the principles. This same was the case with shorthand a year or two ago, but it has been rectified recently by giving a second paper on shorthand principles. Students are under the impression that because the subject is book-keeping, English has nothing or very little to do with it. The English knowledge of the student can be tested only if he is asked questions on theory. If he masters the principles he can not only improve his English but also make his practical part of book-keeping perfect. A student with a sound knowledge of the principles of book-keeping would be more correct and methodical in working out practical questions than one without that advantage. Moreover, the syllabus in book-keeping corresponds almost with that of the Intermediate grade of the Government Technical Examination, and when the latter examination consists of two papers, one on theory and the other on practice, why should not the same be adopted in the S. S. L. C. examination also? Again, the combination of commercial arithmetic with book-keeping is unnecessary, if the examination in the latter consists of a theory paper also. For, the syllabus in practical arithmetic is right to all the students, which forms part of the elementary mathematics under Group A, covers the whole field of arithmetic, including that of "Exchange," "Interest," "Discount," "Present worth," "Stocks and Shares," and metric system. And questions on the above headings are so common in the elementary mathematics papers. As regards the forms, such as, "Invoice," "Account sales," "Credit note," "Debit note," "Bills," "Cheques" and "Promissory notes," questions may be asked in the theory paper as suggested above. Thus it is unnecessary to make commercial arithmetic a part of book-keeping.

In writing this I have simply expressed my opinion, and it is left to the S. S. L. C. Board to tackle the question and recast the syllabus in a more suitable form.

9th. 11.9.16. S. S. L. C. No 3450. 11.9.16. 11.9.16.

the writer of the article is rather optimistic on the part played in school boy teaching in these subjects. I am not considering their place in the S.S.L.C. scheme and any proposals I find myself able to make will find a place in the revised scheme which I hope to submit for the consideration of Government, and this will include any improvement in the curricula considered practicable.

Government has of course declined to make Northall representing separate subjects. It so advises with a request for reconsideration of this point. Meanwhile I will now the marks separately in the certificates.

for 23.11.16.

Done by the
(Edm.)

Submitted that the

revised scheme proposed at above may be accepted. *Edm.*



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HE Journal.

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His file may now
be done

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S. S. L. C. S. S. S.

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