

Home (1919) Department.
Education

Ordinary SERIES.

G.O. No. 979

DATED 10. 8. 19

INDEXED

[Despatch Abstract.]

Coimbatore College.

Declining to interfere with the discretion of the
Principal of the ----- in the matter of the non-promotion of
M. R. Ry Srinivasa Ayyar's son to a higher class in the annual
examination.

BACK PAPERS.

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

FURTHER PAPERS.

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

C.F.—20

HOME (EDUCATION)

DEPARTMENT.

Received



Registered

1919

Subject.

Submitting a memorial from Mr.K.V.Srinivasa Ayyar, High Court Vakil, Coimbatore to His Excellency the Governor of Madras regarding the non-promotion of his son in the Coimbatore College, Coimbatore.

ENCLOSURES

No.

Spare copies

Re No. 667 of 9

Station (Camp) Ootacamund, Dated the 9th August 1919.

From (Name) The Hon. Mr.R.Littlehales, M.A.,

(Designation) Director of Public Instruction.

To The Secretary to the Government of Madras,

Home (Education)

Department.

Sir,

I have the honour to submit a memorial from Mr.K.V.Srinivasa Ayyar, High Court Vakil, Coimbatore dated 21st July 1919 regarding the detention of his son in the same class in the college at Coimbatore together with the remarks in original of the Principal of the college thereon, No.106/19 dated 29-7-1919.

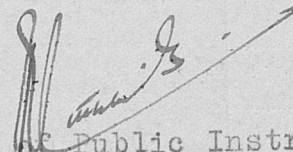
2. In June last I received a letter from the Hon.Mr.B.V.Narasimha Ayyar, member of the Legislative Council, Madras asking me to look into the case of the non-promotion of this boy. When I visited Coimbatore at the beginning of July I discussed the promotions with

with the Principal of the college and considered it inadvisable to interfere with his discretion although I advised him to reconsider all his promotion list and to make sure that no one was detained who might with profit to himself be promoted. I consider that it would be subversive of true educational methods and ideals if the discretion of the Principal is to be called in question in a matter which pertains solely and entirely to the internal management and discipline of the institution, except in a case where some glaring injustice had been done and I am not convinced that the present case is covered by the exception.

I have the honour to be,

Sir,

Your most obedient servant,


Director of Public Instruction.

To

HIS EXCELLENCY THE GOVERNOR OF MADRAS, IN COUNCIL,
FORT SAINT GEORGE, MADRAS.

Thro'

THE SECRETARY,

HOME DEPARTMENT.

FORT SAINT GEORGE, MADRAS.

THE DIRECTOR OF PUBLIC INSTRUCTION,

MADRAS.

May it please your Excellency,

The humble memorial of M. R. Ry.,
K. V. Srinivasa Iyer, High Court Vakil, The Nest, Jail Road,
Coimbatore, most respectfully sheweth:--

I. That the son of Your Excellency's petitioner, K.S. Mani, aged about 11 years, of the 5th Class, College Branch, Coimbatore, has obtained very good marks in the Annual Examination of his class held in April last. His marks being 54% in English, 39% in Vernacular, 53% in Mathematics, 42% in History, and 47% in General knowledge. Though he has obtained 1st class marks in all the subjects, yet he is kept back and not promoted to the First Form as he should have been.

II. The Principal of the College, Mr. K. S. Vaithyanatha Aiyar, M. A., L.T., told him that, as a general principle the Quarter-yearly, half-yearly and Final Examination Marks were all added together this year and the average taken into consideration --my son's average has, consequently, fallen below the class average. His marks in English, viz., 48, it will be observed, is more than the class average of '46'. On this principle, even the boy who

who gets cent per cent can be plucked by dividing his marks by 3 if he fails, for some reason or other, to attend the intermediate examinations. During the quarterly examination, the lad has done very well, except in Mathametics. The marks are--English 77 out of 150 (over 50%), Vernacular 69 out of 150, History 25 out of 50, General Knowledge 36 out of 100 and nothing in Mathametics. In the Half-yearly examination, he has not done well, as he was unwell and had to undergo an operation. His case was even causing anxiety for a day. His marks are-- English 60 out of 150, Vernacular 15 out of 150 (beginning of illness), Mathametics, absent with leave (borne out by School record, the day following operation), History 18 out of 100, General Knowledge 30 out of 100. It will be observed that in Half-yearly but for his illness the boy would have done his bit. He had steadily maintained his strength in English throughout. He has distinctly shown good improvement in all subjects and his Annual Examination marks stated above will show. It should also be observed that, the Annual Examination covers the entire course of study for the year in his class.

III. What higher standard of effeciency can reasonably be expected from boys of 10, than over 50% in English over 59% in Mathametics and over 40% in the rest of the subjects?

IV. The Head Master of the School, as usual, passed my son for promotion to the First Form, as evidenced by school result-list But the Principal intervened and revised the list in adopting the principle of average and moderation. This in the case of children and the lowest classes!

V. That this method of 'Average' and 'Moderation', was adopted in this school for the first time in its history and is not adopted in any other school in this town, nor perhaps, in any other place. Why ^{should} pupils in this school alone should be descriminated against?

VI. The old method of promotion, on the strength of the Annual Examination, has not proved bad, as the results of the

the S. S. L. C. Examination of this school will show 30% has passed in this school as against 20% of the Presidency.

VII. The method of average and moderation is intended, I believe, to help those boys who had failed to secure good marks in the Final Examination and who could be helped by a reference to the intermediate examination marks. The process adopted in my son's case is exactly the reverse.

VIII. It is to be noted that it is hardly fair to discourage and dishearten promising young boys. These boys are not even in 'Forms' but only in what are known as classes or standards. Why be hard on these children?

IX. I made a representation to the Inspector of Schools who referred the matter to the Principal of the College. The latter refused to reconsider and alter his decision. Then I appealed to the Director of Public Instruction, who in his D.O. No. 141 of the 11th instant, simply says that he had looked into the matter when he was recently in Coimbatore.

X. That your petitioner further begs to submit that, there is still room for his son in the First Form. But if there be no room, the boy may be given a certificate making him eligible for admission into the higher class than the one he is now in any other school where he can find room. It is also submitted that, there is no such thing as 'Tern' for boys below the 4th Form; that the petitioner will give such help, at home, to his son so as to keep pace with the lessons that might have already been done in the 1st Form which (lessons) he understands have been very little.

XI. If Your Excellency's Government will agree with the petitioner's view that, the principle adopted for promotion purposes, for the first time in the life of this school and which has evidently caused great hardship to several children (15 in number) like my son, the petitioner most humbly prays that Your Excellency will be graciously pleased to issue proceedings that the principle

-4- ⁶ 6

principle should be made applicable only to the case of those boys who have had the mischance to fare ill at the Final Examination and not to detain those who had done well at it, and also to make it applicable to the present case. The Government has just taken over the institution.

The petitioner most humbly prays for an early reply.

The petitioner beg to remain,
May it please Your Excellency,
Your Excellency's most obedient servant,

Jail Road, Coimbatore, {
~~21st~~ July 1919. }

KV Srinivasa Iyer
Petitioner.

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-5-

The undersigned regrets that even on further scrutiny the boy could not be promoted. The average in mathematics has been altered into 27.

The Coimbatore College
18-6-19.

(sd) K.S. Vaithinatha Iyer
Principal.

The Director of Public Instruction,
Coimbatore,

Sir,

In connection with the promotion of boys to higher classes this year the Coimbatore College authorities have adopted the novel principle of moderating the marks of students and have added Intermediate examination marks and final examination marks and ^{with} ~~strikes~~ the average in all the cases alike, and have consequently kept back a few boys of the ~~Intermediate~~ Lower Secondary department who have obtained good pass marks at the final examination which covers the whole years course. Of these my son is one and accompanied is the representations I made to the Inspector of Schools on the subjects and the disposal thereof by the Principal of the Coimbatore College for kind perusal. Having regard to these circumstances I write to request you to say if moderation was meant to serve such purpose. We have always been under the impression that it was meant to save those who have had the mischance to fare ill at the final examination and not to keep back those who have done well at it. If this is the right view I beg you will be good enough to issue proceedings in that behalf and make it applicable to the present case also. I need hardly say that the course adopted by the Coimbatore College authorities is not merely wrong in principle but very discouraging to promising students apart from the needless waste of time money and labour it involves.

I beg to remain,
Your most obedient servant,
(sd) K.V. Srinivasa Iyer.

Coimbatore 26th June 19.

No. 106/19.

Government
COIMBATORE COLLEGE,

Dated 29-7-19

FROM

THE PRINCIPAL,
Government
COIMBATORE COLLEGE,
COIMBATORE.

To

The Director of Public Instruction,
M a d r a s.

Sir,

Ne 6670/19

With reference to your R.O.C.No.6670, dated 23-7-1919, I have the honour to submit the following remarks on the memorial of M.R.Ry. K. V. Srinivasa Ayer, Avl., to His Excellency, regarding his boy's detention in the 5th class of the Coimbatore College.

2. The petitioner's chief grievances, I think, are the following:--

(1) That there was an innovation, a sudden and unnecessary one, in the method of promoting boys this year.

(2) That the innovation has worked a hardship in the case of his boy and some 15 others like him.

(3) That very promising boys, and his son amongst them, have been disheartened and discouraged by the new system of promotion.

3. During the last five years I have been in charge of this institution, my constant endeavour has been to make the level of pupils' attainments sufficiently high. Inspection after inspection the school has been told that the standard of the boys' attainments was below the average. Even in the last inspection, closed on the 21st instant, the Inspector remarked in the conference he held, that boys were not up to the mark especially in English. My personal experience gained in the course of my super-
been the same. Therefore, I have been steadily res-
promotions by insisting on ^a the boys' clearly showing

he has attained to the standard proficiency in his studies ^{of} the year. In this work I started with the College classes, ^{the} ~~the~~ proceeded to the upper forms and from there to the lower ^{Elementary} ~~Elementary~~ and classes. There was, therefore, no attempt at a surp ^{Elementary} and it was merely an accident that the introduction of restricted ^{of} ~~of~~ promotions ^{in the lower school} synchronised with the passing of the management to Government.

4. If by suddenness the petitioner means that no notice of such a change was given to him ~~of~~ the boys, I reply that the change was purely educational and it was so guardedly introduced as to avoid working any hardship as I shall hereafter show, and, therefore, no notification of the change was considered necessary.

5. The petitioner asks why the average of all the examinations was taken into consideration. It is the case with the High School. It is being insisted on by the Department as the principle for promoting boys. It prevents a boy, ^{from} sleeping the whole year and by a spasmodic effort in the end, ^{time} ~~get~~ through. It puts down the habit of working by fits and starts and acts as an incentive to methodical and steady work throughout the year. It prevents any boy from getting an undeserved promotion because of the chance of one examination having been particularly easy or of the marking in an examination having been unduly liberal.

6. I believe that strictness in promotion is necessary in the interest of the boys themselves. Boys unfit for promotion are promoted to avoid public clamour. This leads to boys unfit for presentation being presented for public examinations, for avoiding the same clamour, and then, there takes place what is called the slaughter of the innocents in the S.S.L.C. and Intermediate. The so-called slaughter is, in my opinion, very largely due to lax promotions. I also believe, that in cases where there is a doubt as regards a boy's fitness for promotion it would benefit the boy to be kept down in the same class.

7. From what I have stated, I must not be set down as one overdoing this business of efficiency. As a matter of fact, I have been very considerate and sufficiently liberal in making this year's promotions.

8. As the petitioner is immediately concerned with the 5th class promotions I shall confine my attention to that class. The class average in the annual examination was:--English 47%, Vernacular 43%, Mathematics 57%, History 42%, Geography and Elementary Science 47%. If promotions had been made on the basis of the annual examination marks, the marks having been liberally given, only the boys that got the average marks in all subjects or at the most those that had failed only in one subject could have been promoted. There would have been detained then 52 boys instead of the 26 detained on account of my principle of average. I find by a reference to the marks list in front of me, whilst my principle brought about the detention of three pupils--among whom the petitioner's son is one-- who by the other way may have been promoted, it saved 29 who that way would have been detained. From this it is plain that the innovation has worked no hardship in the case of boys aged 10. It is also very clear that quite a number of them have been saved thereby.

9. The petitioner seems to have supposed that when the average marks obtained by the pupils in all the three examinations had been struck and when the class average in each subject had been found out all boys whose averages happened to be below the class average in each subject were immediately declared unfit for promotion. That was not at all the case. Here are the facts. The class average for the whole year in each subject worked out English 46%, Vernacular 47%, Arithmetic 46%, History and Geography (or General knowledge) 42%. As it was the first year of the new system of promotion and as I quite well remembered I was dealing with young boys, I reduced each average by 10 and said boys getting English 36%, Vernacular 37%, Mathematics 36%, and Geography and History 32% or more would go up, and, even with reduced averages, if it was a failure in one subject alone, it would receive consideration.

10. This test was applied to the petitioner's son. His average for the whole year is :--English 48/46, Vernacular 31/47, *Mathematics 31/46*, General knowledge 37/42. (It has to be remarked that his mathematics average was obtained by totalling his first examination

and annual and dividing the total by 2 whereby giving him the benefit for his absence with leave on the mathematics examination day of the 2nd examination. So the father cannot reasonably complain of my severity). In this test he failed to secure the class average in three subjects. Tested by the lower minimum he failed in Mathematics and vernacular. Taking this along with the other fact that he was not far above the class average in English and General knowledge, the boy was detained in the same class.

11. I now go on to the consideration of the last grievance of the petitioner. Is his boy a very clever boy? I must be excused if I am unable to look upon him with the fond eye of a parent getting to be rather old, and, therefore, blind to the defects of his last favourite child. I can go only on facts. Agreeing with the petitioner to consider the annual examination marks as the test for his boy's merits I ask what place he holds in the class. He is the 61st in a class of 110, that is to say, 6 places below the average boy of the class.

12. The petitioner talks of his boy getting first class marks in all subjects. There are no first class marks so far as the school is concerned. If the petitioner can accept the definition of first class marks adopted by the Madras University in the case of Intermediate students the boy must get 50% of the total, i.e., 250 marks (he gets only 225) in order to get a first class. If the same criterion is applied to each subject the boy gets a first class only in English and Arithmetic. But such a description unduly exaggerates the capacity of the boy. Judged by the average of the class--this is the only way to judge--ⁱⁿ the annual examination the boy gets English 54/47, Vernacular 39/43, Mathematics 53/51, History 42/42, Geography and Elementary Science 47/47. An accurate account of the boy's capacity would be "He is satisfactory in English, pretty so in Mathematics, just up to the mark in History Geography and Elementary science and poor in Vernacular."

13. Such a boy does not deserve any special consideration, and so it was I wrote to the petitioner, in disposing of his appeal

to the Inspector that I regretted, even after further scrutiny, could not promote the boy. It was this want of anything special in the merits of the boy that prevented me from reconsidering the case favourably when reconsideration was suggested by the Inspector and the Director of Public Instruction.

14. I now go on to consider the plea set up on behalf of the boy that he was ill and so fared badly in the Half-yearly Examination. I am given to understand that the disease was stricture of the urinary passage. If it were so, the nature of the disease--my experience is from my attendance on my father who suffers from it and I am speaking subject to correction--is such that except when one suffers actually from it, on other days immediately preceding and after, he is alright. The petitioner says that on the mathematics day his boy underwent an operation, which by the way is an over-suggestive word for the passing of the catheter through the urethra. So I allowed for the poor marks that day and ignored that portion of the examination. But the other days I must consider the boy as being in normal health. I cannot help thinking that, if the boy was in weak health, he would never have been allowed to sit for the examination by the petitioner. Therefore, I cannot agree with the petitioner in attributing the poor marks in Vernacular and General knowledge 10% and 24% respectively to the ill-health of the boy. I am inclined to think the boy is naturally weak in Mathematics, Vernacular and General knowledge, and -- pretty good at English.

15. I, therefore, believe that, in stopping him, he has not been unjustly dealt with or that a promising boy has been discouraged and disheartened. I may be excused if as a teacher of some 15 years' experience, the surest way to dishearten the boy is to keep up a continuous moan and incessant complaint about his detention.

16. The petitioner talks of 15 cases like his boy's. I have not been told by the parents or guardians of these boys of any

hardship in their cases also, and, therefore, am not prepared to accept the advocacy of the petitioner on their behalf.

I have the honour to be,

Sir,

your most obedient servant,

Wm. A. G. Smith

Principal.

Enclosures 2.

12 14

A statement of the number of boys promoted and detained and marks referred to in the remarks submitted.

Total strength of the 5th class for 1918--1919.	110.
Number promoted.	84.
Number detained.	26.
Percentage promoted..	76%
Percentage detained..	24%

(If the annual Examination marks alone had decided promotions:--

Number promoted... ..	58.
Number detained... ..	52.
Percentage promoted	53%
Percentage detained	57%

-----oOo-----

A Statement of Marks..

	English.	Vernacular.	Mathe.	G. Knowle
The petitioner's son's marks at the Annual Examination.	54%	39%	53%	45%
Average marks for the school at the Annual Examination.	47%	43%	51%	45%
The petitioner's son's average marks for the whole - year.	48%	27%	31%	37%
Average mark for the class - for all the three Examina-tions.	46%	47%	46%	42%

N.B. General Knowledge includes History, Geography and Elementary Science.

W. S. S. S.
Principal.

READ AGAIN G.O. No., dated

” ” ” ” ” *admission is at*

READ ALSO:—

C. No. 15421, From the D. P. G., Re. No. 66701, dated 9. 8.

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" " " ""

ORDER. No. 97, dated 10/10/1910

1265

The J. P. J. is requested to inform M. R. Ry. & V. Srinivasa ^{Ayya} ~~Ayya~~ Sub., High Court Verkhil, Coimbatore that the Govt. request their inability to interfere with the discretion of the Principal in the matter of the non-promotion of his ^{son} ~~boy~~ to a higher class at the annual examinations.

To the I.P.S. (9 to)

9
10.8.69

$$\frac{C_A}{10.82}$$

11/17/72
 Note.

fact that the present is a
 rather hard case cannot, it seems,
 be totally refused. For
 as to the Principal's
 own judgment, the boy
 is satisfactory in English,
 pretty so in Mathematics
 just up to the mark in history
 Geography & Elementary
 Science & poor in Vernacular.
 It is perhaps arguable that
 deficiency in a subject like
 vernacular is, it cannot ordinarily
 be difficult to make up, one can
 be excused in the case of a
 young boy of 10 or 11. But on the
 whole, the Director's summing up
 at p. 2, c. f. seems to be acceptable
 the draft follows it. Please see in
 this connection the question in the linked
 file re: the Honble. Mr. B. V. Narasimha
 Ayyar proposed to ask at the next meeting
 of the League etc. but re: he has subse-
 quently withdrawn.

10.8.19
 10/8/19

'A' - at p. 14 c. f.

c. 1505/B. O

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