

Law (Education) (1925) Department.

Ordinary SERIES.

G.O. No. 1922

DATED 7.11.1925

[Despatch Abstract.]

Secondary Education — Reorganisation —
Conference.

Law (Education)

DEPARTMENT.

Received



192

Registered

192

Subject.

Secondary Education-

Sarg

VTK/78

A. Eu 2017B
5/8/25

ENCLOSURES.

No.

R. C. No. 974 D/25

Spare copies

Station Madras

Dated the 23- 7- 25

192

From (Name) R.G. Grieve Esq., M.A.,

(Designation) Ag. Director of Public Instruction
Madras.

To The Secretary to the Government of Madras,

Law (Education)

Department.

Sir,

I have the honour to state that, in response to the instructions of the Hon'ble the Minister for Education, I issued a circular to officers of the Department regarding Secondary Education of boys in the Presidency. The circular, of which a copy is enclosed, is tentative in character and was designed to elicit opinions as to the lines on which and the extent to which a reorganisation of Secondary Education could best be approached. That there is a problem is undeniable in view of the large number of unfit boys in the Secondary schools and of the increasing unemployment among educated classes in the presidency. It is necessary to consider not only how far the

2

the present Secondary schools can be so adapted as to meet the present difficulties but also how far what is provided and what can legitimately be provided by Secondary Education is inadequate or insufficient and how it may be supplemented by other types or grades of institutions for definite utilitarian or practical ends such as technical and industrial courses or instruction in agriculture. It is understood that the Hon'ble the Minister desires that the whole question should be further examined by a committee consisting of officials and non-officials. If this is decided upon I shall be glad, if called upon, to suggest names of persons to be appointed to the committee and also to submit for the approval of Government terms of reference for such committee. Terms of reference might be somewhat on the following lines:-

(1) To consider the desirability of reorganising the school course so as to make it continuous and the stages into which such course might be divided, eg., elementary, middle and high;

(2) To determine the aim of the curriculum in the middle and high school stages and its adaptation to the practical needs and educational development of pupils of varying aptitudes and ability;

(Note. Such adaptation would have special reference to the large number of pupils who cannot hope to enter superior Government service or proceed to higher educational or professional courses.)

(3) To make detailed recommendations with regard to changes in the present rules and practice necessary to give effect to the proposed reorganisation, with special reference to (a) curricula; (b) the Secondary School Leaving Certificate course, including the question of specialisation; (c) qualifications of staff; (d) fees and scholarships, and (e) examinations.

(4) To consider how far the recommendations of

of the committee on Technical and Industrial Education supply means of supplementing secondary education by proposing for pupils technical and industrial courses subsequent to their general educational training.

(5) To consider how each of these stages should be financed.

The opinion of the Secondary School Leaving Certificate Board is being invited on the question of the success of specialisation in the Secondary School Leaving Certificate course, the inclusion of the 'B' subjects in the Public Examination and the enlargement of the scope of the commercial courses.

I have the honour to be,

S i r,

Your most obedient servant,

W. C. M. R.
for Director of Public Instruction

A.R. 31/7/25

SECONDARY EDUCATION OF BOYS.

- I. Before considering any question of revision or modification of the courses of instruction in secondary schools it is necessary to clear the ground by defining what elementary or primary education is, so that the point at which secondary education begins may be precisely stated. Elementary Education may be defined as meaning education from standards I to V or the instruction in classes 1 to 5 of the primary departments attached to a Middle or a High School or such other courses as may be accepted as equivalent to, or corresponding to standards I to V. From the financial point of view the elementary education fund shall be devoted to the expansion of elementary education as defined above. The aim of education in these 5 standards is the permanent removal of illiteracy whereas a different aim is contemplated in education above this standard whether it is called education in standards VI to VIII or in Forms I to III. In other words, with a difference in aim which emerges in Form I or standard VI a -- *definite* stage other than the elementary is entered upon and consequently this standard or form may be regarded as marking the commencement of the secondary stage in education. For convenience, secondary may be divided into two stages, the middle and the high; and the middle period may embrace either standards VI to VIII or forms I to III and should be financed from the secondary education budget. The distinction between the higher standards of a complete elementary school and the lower forms of a high school should gradually be eliminated. The basis of grant in the two cases, elementary and secondary, will remain different as at present. Middle and high schools will probably in their own interest wish to maintain classes 4 and 5 and begin the teaching of English therein.
- II. The last three years of school life would as now correspond

correspond to the high school department of secondary schools, with alternative courses or "sides" providing on the one hand for those who require a secondary education leading to the University or for adopting the clerical or teaching profession and on the other hand for those who are not fit for or do not desire University or higher education but who do need some course of instruction which will fit them for earning their living. The difficulty is to devise in the middle and high school sphere some scheme of instruction which will suit the needs of the various classes of boys. In the middle school stage we should have to consider the following questions:-

- (a) The needs of those for whom English is not essential;
- (b) The staff of such schools
- (c) The medium of instruction.

In regard to this last the vernacular should be the medium in all non-language subjects. Some manual training or hand and eye training should be compulsory in this middle stage e.g. drawing, brush-work, clay modelling and wood work. Nature study and gardening would be given a prominent position. English might be optional insisting upon a higher fee from the pupil and higher qualifications on the part of the teacher in the case of those learning English.

III. As regards the high schools some bifurcation seems essential to meet the needs of the large number of pupils who are not likely to benefit by a University education and whose main requirement is to secure an education which will fit them to earn their living after leaving school. At present such pupils leave school unqualified for any profession and often fail even to secure a completed S.S.L.C. A differentiation in curricula to meet the needs of these pupils will be beneficial indirectly to higher education as relieving the abler pupils from the drag of the less brilliantly endowed. What we might have is a number of subjects common to both sides of the school

Such

Such common subjects would be.-

1.	English	5	periods
2.	Vernacular	3	"
3.	Elementary sciences	3	"
4.	Mathematics	4	"
5.	History and Geography	2	"
4 6.	Moral instruction	1	"

Physical training would also be common to both sides but would be out of school. This leaves about 8 periods or work in the week. These 8 periods would be allocated differently in different types of schools- e.g. in (i) Type 'A' School "Commercial" it would be possible to give boys 8 periods a week of commercial instruction for 3 years and it may be hoped that the consequence would be that when they leave school at the end of form VI they would have a training which would enable them to get positions in mercantile offices, railways and businesses of all sorts, positions for which the inadequate training which they receive at present does not fit them. (ii) Type 'B' In the same school or in a different school, which might be one providing for those boys going to the University or becoming teachers, the 8 periods would be devoted to an additional study of English for 2 or 3 periods and 2 optionals taken from the present 'C' group list excluding agricultural and commercial subjects. Each optional would get 3 periods of study making a total of 27 or 28 periods in all.

Similarly, alternative arrangements might be worked out for other practical pursuits besides commerce. As regards agriculture, I do not believe that it is possible to include the teaching of agriculture in the ordinary secondary school courses. For any adequate study of agriculture special schools are, I consider, necessary staff and even these could only be initiated if sufficient local support, and the right class of pupil were available and if provision could be made for instruction without detriment to the propaganda and demonstration work done in the district by the Agricultural depart-

ment.

IV. As regards the examination in the two types of school mentioned above there would be two or more examinations part of which would be common to all. The University might ~~accept~~ accept an examination consisting of 2 parts, the first part being common and the second consisting of a higher paper in English and two papers in the two optional subjects from the present 'C' group including in the case of science a practical test. In other words, for boys going to University ^{the} Examination would consist of English 2 papers, Vernacular 1 paper, Science 1 paper, Mathematics 1 paper, History and geography 1 paper and optionals 2 papers. In the case of the school with a commercial side the examination would consist of English 1 paper Vernacular, Science, History and Geography and mathematics 1 paper each and 2 papers in commercial subjects, possibly 3 papers in these subjects. Manual training would probably be necessary in all -- secondary schools.

It It would be necessary if some such scheme as this were elaborated to work out---

- (1) the proportion of pupils likely or fit to take the different courses;
- (2) detailed syllabuses in all courses, after consultation, where ^{required} with employers of labour.
- (3) the qualifications etc of the technical staff.
- (4) Distribution of the various high school courses among existing institutions;
- (5) Initial and recurring cost to managements and Government.

Lastly managements would have to be consulted and a decision ^{reached} as to whether certain schools would provide certain of the special high school courses only.

VI. These notes do no more than touch the crux of the whole problem -- the congestion of secondary schools with the unfit and the growth of unemployment on the one hand and on the other the pathetic belief of the average Indian parent that all his children are swans and none geese and consequently that all can profit by higher education.

tion. Finally there is the prevailing confusion between qualities rare in themselves and those only accidentally rare. The ability to read and write was once rare and had its market value but only accidentally so and indefinite increase in literacy was possible — the results are patent and the bottom has dropped out of the market

VII. These notes and suggestions are forwarded for early remarks with the request that comments and recommendations may be made for subsequent discussion and action in the direction of an attempt to solve the problems of secondary education for boys in South India, reconciling at once the claims of education and the claims of life

Sd. R.G.Grieve

Ag. Director of Public Instruction

C o m m u n i c a t e d .

(By order)

V. X. Siva Kumar
11/6/47
Ag. Senior Superintendent

To

- All District Educational Officers
- The Principal, Teachers College
- Training College, Rajahmundry
- The Inspector of European Schools
- The Inspector of Schools, Bangalore

P.R.K. 11/6

LAW (EDUCATION)

DEPARTMENT.

Received 192 . Registered 192

Subject.



Department of Secondary Education Committee

ENCLOSURES.

No.

Spare copies

R.O.C. No. 974 D/25

Station Madras, Dated the 19th September 1925

From (Name) R.G. Grieve Esq., M.A.,
 (Designation) Ag. Director of Public Instruction

To The Secretary to the Government of Madras,
 LAW (EDUCATION) Department.

Sir,

Ref: My letter R.C.No. 974 D/25, dated 28th July
 1925.

With reference to the Hon. the Minister's proposals to appoint a Committee in connection with the reorganisation of Secondary education, I have the honour as directed to submit herewith suggestions as to the terms of reference and the personnel of the committee:-

TERMS OF REFERENCE.

To consider the general question of the reorganisation of secondary education with particular reference to:-

- (1) Grading of the school course into different stages - elementary, middle and high; the duration of each stage;
- (2) The Middle school stage, consideration of the position

① Law (Edu) Deptt.

D.O. 102(4)-1
23/6/25

My dear Grieve,

I am directed to request you to be good
enough to send at an early date the memorandum on
secondary school courses which has to be placed before
the Committee proposed by the Hon'ble the Minister.

Yours sincerely,

V-T
ofc

R.G.Grieve Esq, M.A.,

Director of Public Instruction.

(12)

Law (Edu) Deptt.

C. No. 2019 From the D.P.I.

R.C. No. 974 D/25 D 23.7.25

Subject. Reorganization of Secondary School Courses

a.s.

The D.P.I. submits a copy of his Circular Memorandum C.No. 974 D/25 D 9th June 1925. ~~To Officers of the Edu~~ regarding Secondary school Courses issued to Officers of the Edu. Deptt in accordance with the instructions of the Honble the Minister. If the Govt decide to appoint a committee to enquire into and submit a report on the subject, he states that he would suggest names of persons to be appointed to the Committee and also submit terms of reference for ~~the~~ it. The file may be submitted to the Honble the Minister for orders.

CPL
10.8.25
KRW
11.8.25

The D.P.I. has circularised the officers of the Deptt and their opinions as to the lines of reorganization have been invited.

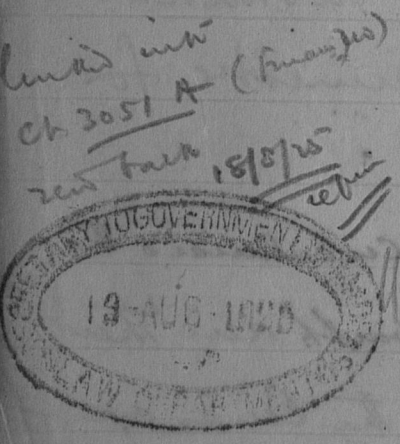
The S.S.L.C. Board is being invited to give opinion on three of the connected topics. May we not wait to call for a conference until these materials are available & the D.P.I. has tabulated them and given his own opinion in respect of the several points? He may be asked to remind his officers & get their opinions soon. The circular was issued on the 7th of June and it is true that now that the replies are received.

V.T.K.
12.8.25

We need not wait for these opinions.
2. The D.P.I. may be asked for his views on the composition of the Committee. The terms of reference may be those he has set out. *V.T.K.* in his letter 12.8.

M2

D.P.I. has been informed that I agree with him in the tentative proposals contained in the memorandum circulars and the tentative suggestions in his letter of 22.7.25 and will be glad to have a detailed report a summary of opinions obtained by him on the subject together with detailed terms of reference to the Committee and the proposal of the Committee which will deal with the twenty persons representing the districts.



12
The reference to the Hon. the Minister's orders on page 3 and a draft is now in the D.P.I. is sent for approval.
V.T.K.
12.8.25

- ① No. 2019 B-1 D.P.I. 22.8.25
- ② No. 2019 B-2 D.P.I. 27.8.25

The D.P.I. may be asked for his views on the composition of the Committee. The terms of reference may be those he has set out. *V.T.K.* in his letter 12.8.

The D.P.I. has been informed that I agree with him in the tentative proposals contained in the memorandum circulars and the tentative suggestions in his letter of 22.7.25 and will be glad to have a detailed report a summary of opinions obtained by him on the subject together with detailed terms of reference to the Committee and the proposal of the Committee which will deal with the twenty persons representing the districts.

At the recent meeting of the S.S.L.C. Board, the tenth item on the agenda was as follows:-

"The opinion of the Board is invited as to

1. the success of the specialisation in the S.S.L.C. course in the past and whether it should continue.
2. the inclusion of the B Group subjects in the Public Examination
- and 3. the extension of Commercial courses".

A summary of the views expressed by the members in the course of the discussions is given below:-

1. Specialisation in the S.S.L.C. course has been successful in the past and should be continued, provided that modification in the S.S.L.C. Scheme as indicated below are carried out and subject to the condition that there shall be specialisation in not less than two C group subjects in the case of pupils who appear for the S.L.C. Public Examination with a view to securing eligibility for admission to University courses of study.

2. The B Group subjects may be abolished as such. The subjects now comprising this group may be absorbed into Groups A and C, and A Group contain

- (1) English (2 Papers)
- (2) Vernacular or Classical Language
- (3) Elementary Mathematics
- (4) Elementary Science
- (5) Geography
- (6) Outlines of History of England and India.

Pupils specialising under Group C in (3) (4) (5) or (6) of Group A, may be exempted from the study of and examination in the allied subjects in A Group. Such exemption will not be applicable to pupils taking up Commercial subjects. If there be a minimum in the

subject

subject or subjects transferred from B to A Group, it may be lower than that in other subjects. Further, alternative courses in Elementary Science and in Outlines of History would be required so as to admit of flexibility of treatment.

The first paper in English bearing on the texts for detailed study may be modified so as to lay emphasis on the literary aspect and composition, but without detriment to necessary training in Grammar and Idiom.

3. Consideration of the question in regard to the extension of Commercial courses was deferred. Separate institutions were considered preferable to bifurcation in Secondary Schools.

(15)
The points raised in the Handbook
Minister's note on page 5 and are
covered by his note on page 3 and.
A no reference has already been issued
to the D.P. 9 in accordance with the
earlier note. A draft D.O. to the
D.P. 9 is submitted.

rem
28.8.25

Q
28/8/25

V.T.
30.8

Lawson, Dep

(16) 9

	Initials	Date
Received in Fair copying Section.	<i>[Signature]</i>	<i>3/18</i>
Copied ..	<i>[Signature]</i>	<i>3/18</i>
Examined ..	<i>[Signature]</i>	<i>3/18</i>
Signed ..	<i>[Signature]</i>	<i>3/18</i>
Despatched ..	<i>[Signature]</i>	<i>3/18</i>

DO No 2019 B.3. D 31. 8. 25

My Dear Sir

S.S.L.C Board

- Opinion as to Specialisation

I am directed to acknowledge the receipt of your Do. No 136 of the 23rd August 1925 to the Hon. the Minister on the above subject and to say that, with reference to this Dept. No. 2019 B-4 of the 22nd idem, a full note from you on this reorganisation of secondary education is awaited.

DESPATCHED 1 SEP 1925

R. G. Green Esq. M.A., F.R.G.S.

Director of Pub. Inst.

[Signature]
 28.8.25
 VTK
 30.8

(X)

Law (Education) department.

U.O.Note.

Subject : - Reorganization of secondary education -
D.P.I's letter R.C.No. 974 D-25, dated
23-7-25.

11-3CF

11-3CF



In connection with the question of reorganization of secondary education it is ~~xx~~ observed that the D.P.I. ^{already} has forwarded with his circular memorandum No.974 D-25, dated 9-6-25 certain notes and suggestions of his ^{on the subject} to the Educational officers for their remarks. The proposals contained therein appear unobjectionable and the D.P.I. may be requested to submit to Government as early as possible a summary of opinions obtained by him together with his detailed remarks thereon. As regards the tentative suggestions offered by him, in his letter quoted above, he may also be requested to frame the terms of reference to the proposed committee and also to suggest its personnel. The number of members may be restricted to about ^{twenty} 20, consisting of both officials and non-officials.

Law (Edn) No. 2019 B-1
22-8-25

Kow
20-8-25

21-8-25

D.P.I u.O.

U.O.Reply No. 974 D/25/1925

I would invite attention first to my letter R.C.No.974 D-25 dated 23-7-1925 wherein I have dealt with the question of secondary education and made tentative proposals regarding agenda for a committee if appointed; second to my letter C.No.1386 D-25 dated 13-8-1925 particularly to paragraph 3. I would request the Hon. the Minister to consider whether it is desirable to frame agenda and appoint a committee now rather than after the survey of secondary education has been completed. I am most emphatically of opinion

that

11-3CF
d. En 23 26 B
3/9/25

11-3CF
Gp 1549 L(25)
4-9-25

0

that it would be a mistake to appoint a committee before the report of Mr. Statham is available. This report in the hands of the committee would be of the greatest value in determining questions of recognition, aid, grading, curricula and classification of schools, that is, all the matters referred to in the U.O. note No. 2019 B-2 dated 27-8-1925. It is requested that the Hon. the Minister's orders on this point may be taken so that I may know what action on my side is necessary. I shall have prepared meanwhile a summary of opinions obtained by me with any necessary remarks thereon. I may say, however, that as regards summarising the opinions of educational officers on my circular memorandum that I do not consider that the suggestions made by some of them are worth while summarising at all. The Hon. the Minister is aware of this from a few samples which I showed to him.



RGF
1/9/25



Law (Education) department.

U.O. Note. No 2019 B-2. Date. 27.8.25.

Secondary Education:-

In continuation of this department u.o. No. 2019 B-1, dated 22nd August 1925 the Director of Public Instruction may be informed that the following subjects may also be included in the terms of reference to the proposed committee on secondary education.—

1. Laying down a clearer distinction between recognition and aid .
2. Grading of the school course into different stages, elementary, middle and high.
3. Revision of the curricula in secondary schools
4. Division of high schools into two classes — one class of institutions preparing pupils for practical life and the other for a higher or collegiate course

KW
26.8.25

RG
26.8.25
V.TK
26.8.

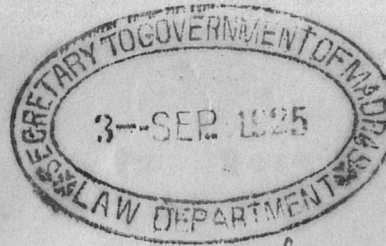
U.O. Reply No. 974 D-25 dated 1-9-25

Please vide my U.O. Reply No. 974 D-25 dated 1st September 1925 to Govt. U.O. No. 2019 B-1 dated 22-8-1925.

RGF
1/9.25.

110-11 anth

K-En 2321 B
3/9/25-
KW



(19) 13

Office of the Director of Public Instruction,
The Old College, Nungambakkam, Madras,

D.O.No. 140/25

3rd September 1925.

h. Cu 23/93
3/9/25

My dear Krishnamachari,

I spoke to you this morning over the telephone regarding the special officer for secondary education. I understand from you that the Hon. the Minister is disposed to appoint a committee to consider curricula and other questions of the reorganisation, confining the work of the special officer to the financial aspect of secondary education. I have already said in my U.O. replies to *the Hon. the Minister* referenced on the subject that it is my opinion that the appointment of the committee should be subsequent and not antecedent, and independent of examination into the existing provision for and reorganisation of secondary education. If a programme of secondary education, division of schools into different types, a differentiation of curricula and the like are to be examined it seems to me essential that the committee should have before it carefully prepared material relating to the several areas of the presidency. This can only be made available by a survey of the existing provision for secondary education with suggestions as to needs, differentiation and the like. It is only when the material obtained from such a survey is available and after decisions ^{have} been arrived at from an examination of this material, that any useful financial examination can be undertaken. The only financial work that the special officer could undertake now would be to collect a few statistics and to suggest modifications in the financial clauses of the Grant-in-Aid Code or with regard to subsidies granted to schools under public management. For these purpose no special officer is required and I venture most strongly to represent to the Hon. the Minister that for any scheme of reorganisation to be fruitful it is essential that the committee which puts forward such scheme should be appointed after and not before or independent of the survey.

Yours sincerely,

M.R.Ry.Rao Bahadur
V.T.Krishnama Achariyar Avl.,
Secretary to Government
L.E.Deptt.

L. S. S. S.
29/9/25



20.9.25

20. 2019 B. 4 2 4. 9. 25

14

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My dear Grieve,

Your demi-official letter dated the 3rd September.

Q 1549 (Lem)
4.9.25

I enclose for your information a copy of the G.O which will issue shortly defining the scope of Statham's special duty. You will find that he is required "to conduct a survey of secondary education in the presidency and to prepare a programme of expansion" in addition to examining the financial aspect of secondary education. I presume that this meets most of the objections/raised in your D.O. Your point that the appointment of the Committee should be subsequent to the examination of the question by the Special officer will be placed before the Hon'ble the Minister as soon as he returns.

Yours sincerely,

DESPATCHED

4 SEP 1925

R.G. Grieve Esq., M.A.,
Director of Public Instruction.

V.T.K.
4.9

1549 (Lem)
4.9.25

The above is a copy of the G.O. which will issue shortly defining the scope of Statham's special duty. You will find that he is required "to conduct a survey of secondary education in the presidency and to prepare a programme of expansion" in addition to examining the financial aspect of secondary education. I presume that this meets most of the objections/raised in your D.O. Your point that the appointment of the Committee should be subsequent to the examination of the question by the Special officer will be placed before the Hon'ble the Minister as soon as he returns.



Office of the Director of Public Instruction,
Madras, 5th September 1925.

My dear Krishnamachari,

Thanks for your D.O.No.2019 B-4 dated 4-9-1925
enclosing copy of G.O. re Statham on special duty.
The G.O. does, as you anticipate meet most of the
objection raised by me in my D.O.

Yours sincerely,

R. S. Achari

M.R.Ry.Rao Bahadur
V.T.Krishnama Achariyar Avl.,
Secretary to Government,
Law (Education) Deptt.,
Fort St.George.



[Faint, mostly illegible handwritten notes on the left page, possibly bleed-through from the reverse side.]

(22)

Law (Son) Dr

Submitted for orders as to circulation with reference to the portion at x on

Page 14 and

now
8.9.48

[Handwritten signature/initials]

VTK
9.9

M2

I am afraid Mr D.P. S did not meet fully the scope of the work of the 7th. It was defined. His survey does not include the division of schools into two different types in departments of Curricula. The material necessary for the purpose will be collected by him after the Committee came to a conclusion on the principles on which the departments of schools should be made, and the Curricula be adopted. The required material for the Committee are available in the published reports relating to each area. In the present, the functions of the Committee & the 8th 9th are entirely separate & independent of one another. D.P. S may find the Committee and me



on Monday 11.9.48 at 12.30
Lark & 9/9/48

[Small handwritten note at the bottom left of the right page.]

8/2/25
Dys at 12.30 PM.
12/9/25

(23)

Law (Education) Deptt.
Port St. George,
12th September 1925.

My dear Grieve,

When your letter S.No. 1386 D/25, dated the 13th August 1925 came to this office, the Office summarised the points at issue and the Hon'ble the Minister passed orders that the following items must be considered by the proposed Committee:

- 1). Laying down a clearer distinction between recognition and aid.
- 2). Grading of the school course into different stages, elementary, middle and high.
- 3). Revision of the curricula in secondary schools
- 4). Revision of high schools into two classes, one class of institutions preparing pupils for practical life and the other for a higher or collegiate course.

The Minister has further stated that for the present

the Committee should be constituted in accordance with the published report of the Committee of Enquiry into the Education of the People of the Province of the Cape of Good Hope.

P.T.O.



18
present the functions of the Committee and the Special Officer are entirely separate and independent of each other.

I shall be glad if you will bear the above in mind when making your recommendations regarding the terms of reference to the proposed Committee.

Yours sincerely,

V.TK
12-9
A. G. Grieco Esq. M.A.

Director of Public Instruction,
Madras.

19
C. No. 2516B.

From the D.P.I., R.O.C. No 974D/25
dated 19th September 1925.

The D.P.I. submits his suggestions and recommendations regarding the terms of reference to and the personnel of the proposed Committee for the reorganization of secondary education. For orders whether they will be approved.

C.P.A.
28/9/25
S.K.
29/9/25.

C.R.
30/9/25.

Do Development agree to numbers 7+8 Sewing? ~~It will be~~ It will not necessitate their being relieved of their regular work?

V.TK
3-10

Dev no

Dev Depn.

(1) & (2) are di pad and di pagu.

We may agree.

us/ ex
6-10-25

S/ AK
for

for
6-10-25

Law (Edn) no.

Law (Edn) Depn.

Submitted.

2. It is understood from the Public Dept. that Mr Paddison who is one of the members for

for 10 of

for the Committee returns from leave on the 28th instant.

SK 7.10.25
8/10/25 V.TK 9.10

M2
M3
C3
S
D. Mous

1. The terms of ref^{ce} are approved.
2. The personnel may be as follows:

- | | | |
|-----------------------|--------------------------------------|-----------------------|
| | 1. D.B. D - President. | |
| Members | 2. H. Champion | |
| | 3. K. Natesa Aiyar | |
| | 4. Mahamed Sahib Mahomed | |
| | 5. Director of Industries | |
| | 6. Director of Agriculture | |
| 19. H. F. Sanders | 7. C. D. Suleramanga Chetty - | Secretary - |
| 20. S. Roy - | 8. B. Munasingh Naidu | |
| Principal Pudukkottai | 9. Sri T. Desikachari | |
| College | 10. Rev Dr Martin. | |
| | 11. Rev Father P. Vardine | |
| | 12. P. A. Suleramanga Aiyar | |
| | 13. P. Setajati Naidu - | Mutyalpet High School |
| | 14. Ras Mahomed M. P. Raja | |
| | 15. Ras Mahomed R. Suleramanga Aiyar | |
| | 16. C. Subbarao - | Kumbakonam |
| | 17. H. Suleramanga Aiyar - | Kumbakonam |
| | 18. S. Serothamam - | Kumbakonam School |
- 13-10-25
14/10/25



A draft order is submitted for approval. It is presumed that the members are to be invited by the D.P.I and that the conference is to be convened by ~~the D.P.I~~ ^{him}.
2. Non-off^l members may be granted travelling allowance at the rates
(I) prescribed in G.O. No 384 Finance, 8.12.24, for members of a first class committee. The D.P.I may be asked to submit a reappropriation statement to meet the extra expenditure on travelling allowance.

3. The draft may be sent to the Finance Dept for acceptance.



SK 15.10.25
20/9/25
17/10/25

SK 15.10.25
19/10/25 V.TK 17.10

Fin No 36739 CSR 19/10/25

Finance (C.S.R.)

The draft order is approved.
G.O. no 384 Fin of 12.5.24 is a Confidential G.O. and therefore no ref^{ce} may be made to it in the draft. The no expenditure may be incurred till the source from which the cost is to be met is definitely settled.

The Fin Dept
19/10/25

The proposed Conference was not contemplated in the budget and provision included therefor. But such Conferences are usually held - The expenditure is non-recurring. It need not be treated as a new service but it is submitted it may be placed before the Finance Committee as an item of new expenditure for the year.

C.R.S.

21.12.25

There is no estimate of the cost and no definite proposals as to how it is to be met. The Law Deptt. may be requested to furnish information on these points before the draft is accepted.

S.

21.12.25

S.

21.12.25

Law.

Law (Education) Departt.

The Finance Department want an estimate of cost. It is not possible to frame any accurate estimate of the expenditure that will be incurred on travelling allowance. There are seven non-official members of the conference who will come from the mufassal. A rough calculation of the railway fare and daily allowance (for two days) for these members has been made and it is observed that a sum of Rs. 450 900 will be required. In the draft order it was proposed to leave it to the D.P.I. to meet the expenditure by re-appropriation. As, however, the Finance Department want to know definitely how the expenditure will be met the D.P.I. may be asked on the point. A U.O. note is placed below.

2. Paragraph 3 of the draft has been amended so as to avoid a reference to G.O. No. 384 Fin. dd. 12th May

1924.

K.R.

Micro 36739-1 C.S.R.
d 22-10-25

SECRETARY TO GOVT. OF INDIA
The three R.E. from the mufassal will draw Rs. 200 each & no special provision is necessary.

LE 28706

22.12.25

I agree

V.T.K.

I agree

V.T.K.

Ch. 2019 B.

same note to D.P.I.

DESPATCHED
26 OCT 1925

1924.

3. Conferences similar to the one proposed in this file are held frequently and it does not appear that the proposal relating to the incurring of expenditure on the T.A. of members is placed before the Finance Committee. Further, the expenditure involved in this case is small and it does not appear that the matter should go before the Finance Committee.

S.K.
23.10.25.

A
23/10/25

V.T.K.

24.10

It is proposed to issue the draft order below relating to the holding of a conference to consider questions relating to secondary education. The non-official members of the conference who come from the mufassal will have to be granted travelling and daily allowances. If the conference sits for two days, a sum of about Rs. 900 may be required for the travelling and daily allowances ^(of non-offl members). The D.P.I. may be requested to state whether this expenditure can be met from the provision made for travelling allowance under the head "31E--Direction" and if not, to submit to Govt a re-appropriation statement to meet the expenditure.]

SA
23.10.25.

V.T.
4.10
D.P. 14.0

U.O.Reply No. 1386.3/250/21.025

It is not possible to meet the proposed expenditure from the current year's allotment under 'Direction-Travelling Allowance'. There is only a balance of Rs.2015 and out of this the travelling allowance of the permanent Director has to be met and also the expenditure involved in any tour which he may make during the remainder of the current official year. A reappropriation statement will therefore be sanctioned by the D.P.I. either from the anticipated savings under 'Direction-Pay of Establishment-Voted' or under 'Pay of Officers-Voted'. Paragraph 4 of the draft order may be deleted as it is unnecessary at this stage.

RAA
31.10.25.

En w 20193-7
26Xii
SECRETARY TO GOVT OF
3-NOV-1925
LAW DEPARTMENT

A. En 30106
3/11/25-

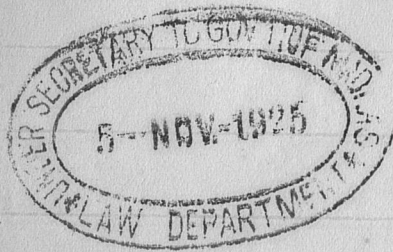
Re 976 D/28
26.10.28

Page 25 ante

Ex no 2019B.8
4.11.25



839228h
4.11.25



Ex. L. 3061 B

5/11/25

Ex no 28228h
5.11.25

26 (28) and (28)

Law (Est.) Dept.

The D.P.I. states that he will meet the expenditure on travelling allowance by reappropriation. The Finance Dept. may be requested to agree to the issue of the Draft order.

SK
2.11.25

3.11.25

Inance no

Finance (Budget)

Please see notes from page 21 ante.

2 Funds: The D.P.I. states that he will sanction necessary reappropriation to meet the expenditure involved - vide page 25 ante.

Submitted that the following may be added to the draft:-

"Necessary appropriation of funds should be made before the expenditure is incurred."

The draft order may otherwise be accepted.

C.R.S.
4.11.25

D.S.
5

SK
4.11.25

Para 33 draft order accepted
5/11/25

accepted
5/11/25

Law

7.11

requested to xxx Conference
~~Committee~~ appointed.

The Director of Public Instruction is requested to summon a conference of officials and non-officials to consider the general question of the re-organisation of secondary education with particular reference to the following matters:--

- (1) Grading of the school course into different stages--elementary, middle and high; the duration of each stage.
- (2) The middle school stage,-- consideration of the position of middle schools and higher elementary schools in rural and urban areas.
- (3) ~~High school stage.~~ The possibility and desirability of classifying these according as they prepare pupils for practical

practical or for higher or collegiate education; the question of specialisation in the higher classes; and as regards practical life, how far the necessary training can be given in the ordinary secondary school or how far the instruction imparted in the secondary school should be preparatory to training in special institutions; revision of the curricula in accordance with the decision arrived at on these points.

(4) Recognition of secondary schools and ^(to each school) aid - the relation between recognition and aid.

(5) The financial implications of the proposed reorganisation.

2. The following gentlemen may be invited for the conference:--

Official members

1. The Director of Public Instruction (President)
2. Mr. H. Champion
3. M.R.Ry. K. Natesa Ayyar
4. ~~M.R.Ry.~~ Muhammad Sahib Bahadur
5. Mr. H.F. Saunders
6. M.R.Ry. C.D. Subramania Chetti (Secretary)
7. The Director of Industries
8. The Director of Agriculture
9. Sir T. Desikachariar Kt.
10. The Rev. W. Meston
11. The Rev. Father P. Verdure
12. M.R.Ry. B. Munuswami Naidu M.L.C.
13. M.R.Ry. Rao Bahadur M. C. Raja M.L.C.
14. M.R.Ry. P.A. Subramania Ayyar
15. H.R.Ry. P. Sitapati Naidu Muthiyalpet H. School
16. M.R.Ry. Rao Bahadur R. Swaminatha Ayyar Town High School, Kumbakonam
17. M.R.Ry. C. Subba Rao, ~~Ban~~ High School, Penukonda
18. M.R.Ry. N. Subramania Ayyar, Rmakrishna Mission High School, Mylapore
19. M.R.Ry. G. Sarvottama Rao, Hd. Master, Ganapathi High School, Calicut
20. Mr. S. Roy, Principal, Rajam's College, Parlakimedi.

Non-official members

3. Non-official members ^{who} attend the conference ~~whom~~ will be granted travelling allowance at the rates admissible to the members of a first class committee as laid down in

	Initials.	Date.
Received in Fair-copying Section.		
Copied ..		
Examined ..		
Signed ..		
Despatched ..		

DESPATCHED

9 NOV 1925

To the D.P.I.

- ✓ A.G. thro' Finance
- ✓ Finance Department
- ✓ Development Departt.

Paragraph 3

3. Non-official members from the mufassal who attend the conference will be granted travelling allowance at the following rates:--

Railway fare one first class and one 3rd class fare

Mileage for journeys by roads as. 12

Daily allowance for the days of the conference Rs. 7½

Necessary appropriation of funds should be made before the expenditure is incurred

4. The D.P.I. is requested to submit a reappropriation statement to meet the extra expenditure on travelling allowance. The Director is requested to forward to the Government a copy of the proceedings of the conference with his own remarks on the recommendations of the conference.

SA
23-10-25

SA
20/10



, DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILED OF, BEING MEANT FOR DESPATCH
IN ORIGINAL.

N.B.—

- A = Copy in full.
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