

closed

Stat. H-27-15,004-22-8-46.

ELM (1946) Department.

Re SERIES.

G.O. NO.

2389

con

Dated

13/2/1946

[Despatch Abstract.]

Schools and Colleges - Need for maintenance of discipline -
Circular proposed to be issued by the Director of Public
Instruction - Approved.

No.	Department.	Date.	Gr.
511	Edn	12-5-40	
213	"	15-10-40	
629.	"	24-3-48	

5504. $\frac{3}{3074}$
30/10.

① E. J. G. H. (B)
D.O. No. 65504-B1/46-1 Indul-29/10/68

Dear Mr. Savor,

Herewith a copy of the speech delivered by the Hon. Minister while inaugurating the Madras Provl. Students Educational Convention. I am to request you to issue a circular to the heads of all schools and colleges in the Presy, impressing upon them the necessity for maintaining ~~proper standards~~ ^{strict} discipline in their institutions. ~~There is no need to say that~~ ^{emphasize} ~~same time~~ ^{point out} ~~that~~ ^{there is} a sympathetic understanding of the difficulties of the students, and a close assen. with ~~them~~ ^{the Mds.}, by the members of the staff and the heads of the institutions, ~~are the requisites~~ ^{it is only the}

if, there must be

2- ^① ^{will be achieved}
~~essential for a lasting solution for the~~
~~for infusing into the former proper~~
~~standards of discipline the problems of~~
~~undisciplined among students.~~
 To. Sincerely
 29/11/46 S
 H
 R. S. S.

To the S.O.I. (by name)
 with encl.

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 R. S. S.

copy 2/2
 NF

VV/3 101 3
 D.O. Director of Public Instruction
 Madras, 17th November 1946
 11332-46
 My dear Subramanian,
 With reference to your D.O. of 20 NOV 1946
 letter No. 65504-D-1/4 dated 22.10.46

I am enclosing herewith a copy of
 the circular which I propose to send
 to the heads of colleges and high
 schools in the Presidency. As the
 number of such institutions is very
 large it will be necessary to print
 at least a thousand copies of the
 circular. I request that Government
 may be pleased to approve of the
 circular and the printing of it at
 an early date.

Yours sincerely,
 S. R. S. S.

VR
 70752

P.T.O.

To

M.V. Subramanian, Esq., ICS.
Secretary to Government,
Edn. & Pub. Health Deptt.,
Fort St. George.

CIRCULAR PROPOSED TO BE SENT TO THE HEADS OF ALL SCHOOLS AND COLLEGES IN THE PRESIDENCY BY THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

.....

Copy of the Speech of the Hon'ble Minister for Education

"We are living in glorious times. We have the honour and great opportunity of building a new and a great India. The responsibility of the students is great in this direction. I want every one of you to be strong and noble in the service of the Motherland.

Strength is achieved only through discipline and self-restraint. One who is not disciplined and self-restrained cannot be strong. This applies to communities and countries as to individuals. We who have been working for nearly a quarter of a century for the making of a great and glorious India as well as strong and noble youth in this great country, have felt with sorrow that discipline is of late becoming lax in schools and colleges. The coming of the Congress Government seems to have given an impression that they will tolerate deterioration of discipline. I

must make it clear that in the interests of bringing them up well, they must insist on discipline. I am very unhappy to learn that there have been strikes in schools and colleges in certain parts of the Province. Strikes may have a place in settling trade disputes, but they are out of place in schools and colleges. While the Government will be sympathetic towards the difficulties expressed by students and will do all in their power to do what is best for them I must tell them clearly that strikes, disorderliness and intimidation should not be the methods adopted by students and the Government cannot sympathise with those methods.

As a consequence of this the relationship between the teacher and the taught has considerably deteriorated.

A relationship of sympathy, affection and confidence between the teachers and the boys are the essential requisite of any educational system. Without such an atmosphere no educational institution can function; I would appeal to you and to all the teachers engaged in education to help in the making of such an atmosphere.

I would like here to mention another matter which seems to be disturbing many of the students in certain parts of this Presidency. I refer to the selection examination. I see a sense of distress in the minds of many of the students because of these selection and detentions. While I am sorry that this should be the cause of distress, the Government are looking into them. I should make it clear that the Government have no power to interfere with the internal working of these institutions, but they will consider what best can be done.

Only one other matter I would like to mention here; and that is the duty that we who are fortunately placed owe to our less fortunate bretheren. It is both a duty that we owe them as well as a training for life to us. Let the best of us take a life of service and devotion. The status and prestige of a community and country is raised by the number of men and women of high ideals that it possesses. Whatever may be the walk of life that we may adopt, and to whatever professions we may be called, let us uphold these high ideals of purity, sincerity and service in our life.

Let me wish your Conference all success and let God guide you in your noble endeavour."

In commending the above speech delivered by the Hon'ble Minister for Education while inaugurating the Madras Provincial Students' Educational Convention to the Heads of schools and colleges in the Presidency, the Director desires to impress on them that, at the present moment, the most urgent need is the maintenance of discipline in educational institutions.

There can be no lasting solution of the problem unless the members of the staff endeavour to establish a more intimate and personal contact with the students under their care and achieve a more sympathetic understanding of the psychology and outlook of the young students working under them.

2. Although it is probable that some at least of the following suggestions are actually being worked out in many institutions they are made with the hope that by following them systematically the discipline in institutions could be improved. The suggestions are more applicable to colleges but they can also with such modifications as are necessary be followed in the case of high schools.

3. The chief causes of indiscipline in educational institutions are--

- (i) the growing strengths of all educational institutions; and
- (ii) the influence of outside organisations which exploit the natural susceptibility of youth for their own purposes.

While it is admitted that owing to the great increase in the size of the classes which each teacher is now required to handle, the opportunities for personal contact are restricted, it is also correct that, at present, the average teacher takes such a limited view of his work in an educational institution or is so engrossed in his own personal affairs that there is little contact between the teacher and the taught outside the class room. No teacher can hope to counteract the influence of outside organisations if he himself is unable to earn their confidence and respect and be a source of inspiration to them. It is also a matter for regret that many teachers

fail (lamentably) to set before the students a pattern of good conduct in their own lives which the students can ~~emulate~~ emulate or look up to. A teacher's own way of life and conduct should approximate to some extent to the ideal which he is endeavouring to place before the student and should be such as to earn his respect and unless this primary condition is fulfilled, the teacher can hardly be an example to the students and cannot hope to mould their views or conduct. High ideals of purity, sincerity, and service can be instilled only by teachers who possess them and practise them, at least, in some measure.

4. In order to bring about personal contact between the teachers and the taught it appears to be necessary that each candidate for admission to a college should be interviewed at the time of admission, his educational history recorded and that he should be assigned to a member of the staff who should not have more than 25 students as wards to look after as their tutor. A tutor should see his wards frequently and take every possible interest in the welfare of the student.

5. It is desirable that the Head of the institution should address the students newly admitted in two or three batches, if necessary, and every member of the staff should devote his first lecture or tutorial class to inform the newcomers into the institution the traditions of the institution, what they can do and what they cannot do. If the students know beforehand what offences are considered unpardonable it will not only be easier to control them but it will satisfy their sense of fairness if they are punished for any breach of discipline later. It should be pointed out to the students that the intention of their parents or guardians in sending them to colleges at such expense is that they should receive instruction and not that they should take

part in any strike or disturbance involving not only loss of instruction but severe disciplinary action being taken against them. For example, the students should be told whenever necessary:

- (1) that by strikes students injure themselves and also their parents more than anybody else. They lose lectures and other valuable instruction in addition to the usual double loss of attendance and there is always the possibility of more severe disciplinary action.
- (2) that if they interfere with the traffic, etc., outside their institutions they are liable to be classed as offenders against the law and tried for the same.
- (3) that if they go out to another institution and create trouble there, it would merit severe disciplinary action; and similarly
- (4) that if they get into conflict with the Police and bring the name of the institution into disrepute they would be liable to rustication.

Very much depends on the impression that a student gains in the first few classes and particularly in his first contacts with the Principal or senior Lecturers in the college.

6. In most cases when the emotional excitement which is the cause of a particular act of indiscipline, (e.g., a mass absenteeism or a strike) subsides the students understand and appreciate the advice given to them by their teachers or tutors. A long range view of things is capable of bringing about better results than the apparently effective measures which deal only with the immediate present. The Director has no doubt that the Heads of institutions do allow their students to hold meetings in the premises of the institutions for the discussion and expression of views of the students on any subject including their grievances. It will help if some member of the staff takes part in such discussions and guides the students to a calm and deliberate discussion after hearing and understanding all the points

of view. They may go a long way in preventing indiscipline.

7. Whenever mass absenteeism is apprehended the members of the staff will meet their tutorial wards and talk to them generally, understand their view points and discuss the various aspects of mass absenteeism on the students, on the parents, on the staff and on the country.

8. It is clear that in any mass movement the emotional urge is led by a few who can appeal to the others. It is these few leaders who in particular require more individual attention. If they can be convinced that those members of the staff who are their tutors have their good at heart and that the advice given by them is genuinely in the students own interest, then it may become possible to win them over. The wisdom, patience, and sympathy shown by a tutor in his personal relation towards his wards is bound to bear fruit.

9. For this purpose members of the staff should carefully watch the conduct of all the boys who are under their charge as tutorial wards. When a student expresses himself or acts in a way which, in the opinion of the tutor or the head of the institution, may lead to bad consequences he should get into touch with ^{the} parent or guardian and give him a chance to improve the student's ways. The members of the staff should realise that the maintenance of discipline is as much their responsibility as that of the Head of the institution. When the conduct of a student is such that he has been neglecting his studies in favour of any other activity, the tutor or the Head of the institution will keep the parent informed and also let the student know that the parent or guardian has been so informed. In case where the conduct of the student is obviously going in a direction which the Head of the institution considers wrong, the Head of the institution should not merely inform the parent but get an undertaking in

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7.
7. writing from both the parent and the student as regards his future behaviour.

The members of the staff should remain in the college not only during the working hours but even after and participate in the extra-curricular activities - games, debates, etc., It is also necessary to see by suitable organisation of the time-table that as far as possible students are kept busy in the lecture rooms, laboratories and library and not allowed to loiter about. During their leisure hours in college, the teachers should encourage pupils to meet them and discuss their problems even if they do not strictly relate to their study. Such accessibility will create confidence and enable the lecturers to check any tendency towards indiscipline.

10. If, in spite of talks, warnings and written undertakings from the parent or guardian, a student still persists taking active part in strikes or disturbances, it may be necessary to impose in the interests of discipline, any of the punishments authorised in the Madras Educational Rules.

11. The circumstances of a strike or disturbance may sometimes be such that immediate drastic disciplinary action may lead to further excitement and further disturbance. In such cases, action may be taken after the lapse of a suitable interval of time and in any case at the end of the academic year. Unless it be for grave misconduct students should ^{before} ordinarily be sent out of an institution only at the end of the academic year. Students who have shown lack of progress or have a tendency to foment disturbances--

(1) can be sent out of the institution with transfer certificate at the end of the academic year for unsatisfactory progress or conduct;
OR

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8.

(2) the progress and conduct certificates required for the University examination may be refused.

Above all no student should be punished or given an opportunity to claim the halo of martyrdom for a single silly emotional outburst.

any stray

12. The members of the staff keeping constant touch with their tutorial wards and their parents or guardians may make it possible to see that the number of students that may have to be detained from appearing for the S.S.L.C. or University examination is not large, e.g., more than 15% of the numbers in the class. While the Director would not like to hamper the discretion of Heads of institutions in this matter he would like to point out that when the parent or guardian of a student has been kept informed of the lack of progress of his boy he will more readily realise the reasonableness of the detention. It is also open to Heads of institutions not to admit a student for a third year in the same class.

S. R. Savor.

Director of Public Instruction,
Madras.

73
14/11
17/11

13
E. & P.H. (G.3)

Schools and Colleges - Need for maintenance of discipline - Circular proposed to be issued by the D.P.I. approved.

C.No. 70752/46 - From the D.P.I. No. 11332-E/46 dated 17-11-46.

Order Ms. No. 2389 Edn. dated 13-12-46

The Govt. approve the circular proposed to be issued by the D.P.I. to heads of schools and colleges in this Presidency, regarding the need for maintenance of discipline. They also sanction the printing of one thousand copies of the circular at the Govt. Press, Madras.

To The D.P.I. (with encl)
The S.G.P., Madras.

3 share copies.

RS
27/11/46. 27-11-46

27-11-46
6.12

17/11/46

⑨ 9

Government of Madras.
Education and P.H. Department.
G.O. Ms. No. 2389-Edn., dated the 13th December 1946.

Abstract.
Schools and Colleges - Need for maintenance of discipline -
Circular proposed to be issued by the Director of Public Instruction.
Approved.

Read the following:-
From the Director of Public Instruction, No. 11332-E/46,
dated the 17th November 1946.

ORDER.

The Government approve subject to slight alterations the circular proposed to be issued by the Director of Public Instruction to Heads of schools and Colleges in this Presidency, regarding the need for the maintenance of discipline in the institutions. They also sanction the printing of one thousand copies of the circular at the Government Press, Madras.

(By Order of His Excellency the Governor).

M.V. Subramanian,
Secretary to Government.

To the Director of Public Instruction (with encl.)
Superintendent, Government Press.
3.

True copy.
Forwarded/By Order.

ASR.

S/c

Superintendent.
SP

"We are living in glorious times. We have the honour and great opportunity of building a new and a great India. The responsibility of the students is great in this direction. I want every one of you to be strong and noble in the service of the Motherland.

Strength is achieved only through discipline and self-restraint. One who is not disciplined and self-restrained cannot be strong. This applies to communities and countries as to individuals. We who have been working for nearly a quarter of a century for the making of a great and glorious India as well as strong and noble youth in this great country, have felt with sorrow that discipline is of late becoming lax in schools and colleges. The coming of the Congress Government seems to have given an impression that they will tolerate deterioration of discipline, I must make it clear that in the interests of bringing them up well, they must insist on discipline. I am very unhappy to learn that there have been strikes in schools and colleges in certain parts of the Province. Strikes may have a place in settling trade disputes, but they are out of place in schools and colleges. While the Government will be sympathetic towards the difficulties expressed by students and will do all in their power to do what is best for them I must tell them clearly that strikes, disorderliness and intimidation should not be the methods adopted by students and the Government cannot sympathise with these methods.

As a consequence of this the relationship between the teacher and the taught has considerably deteriorated. A relationship of sympathy, affection and confidence between the teachers and the boys are the essential requisite of any educational system. Without such an atmosphere no educational institution can function; I would appeal to you and to all the teachers engaged in education to help in the making of such an atmosphere.

I would like here to mention another matter which seems to be disturbing many of the students in certain parts of this Presidency. I refer to the selection examination. I see a sense of distress in the minds of many of the students because of these selection and detentions. While I am sorry that this should be the cause of distress, the Government are looking into them. I should make it clear that the Government have no power to interfere with the internal working of these institutions, but they will consider what best can be done.

Only one other matter I would like to mention here; and that is the duty that we who are fortunately placed owe to our less fortunate brethren. It is both a duty that we owe them as well as a training for life to us. Let the best of us take a life of service and devotion. The status and prestige of a life and country is raised by the number of men and women of high ideals that it possesses. Whatever may be the walk of life that we may adopt, and to whatever professions we may be called, let us uphold these high ideals of purity, sincerity and service in our life.

Let me wish Your Conference all success and let God guide you in your noble endeavour.

In commending the above speech delivered the Hon'ble Minister for Education while inaugurating the Madras Provincial Students Educational Convention to the Heads of Schools and colleges in the Presidency, the Director desires to impress on them that, at the present moment, the most urgent need is the maintenance of discipline in educational institutions.

There can be no lasting solution of the problem unless the members of the staff endeavour to establish a more intimate and personal contact with the students under their care and achieve a more sympathetic understanding of the psychology and outlook of the young students working under them.

2. Although it is probable that some at least of the following suggestions are actually being worked out in many institutions they are made with the hope that by following them systematically the discipline in institutions could be improved. The suggestions are more applicable to colleges but they can also with such modifications as are necessary be followed in the case of high schools.

3. The chief causes of indiscipline in educational institutions are --
(i) the growing strengths of all educational institutions; and

(ii) the influence of outside organisations which exploit the natural susceptibility of youth for their own purposes.

While it is admitted that owing to the great increase in the size of the classes which each teacher is now required to handle, the opportunities for personal contact are restricted, it is also correct that, at present, the average teacher takes such a limited view of his work in an educational institution or is so engrossed in his own personal affairs that there is little contact between the teacher and the taught outside the class room. No teacher can hope to counteract the influence of outside organisations if he himself is unable to earn their confidence and respect and be a source of inspiration to them. It is also a matter for regret that many teachers fail (lamentably) to set before the students a pattern of good conduct in their own lives which the students can emulate or look up to. A teacher's own way of life and conduct should approximate to some extent to the ideal which he is endeavouring to place before the student and should be such as to earn his respect and unless this primary condition is fulfilled, the teacher can hardly be an example to the students and cannot hope to mould their views or conduct. High ideals of purity, sincerity, and service can be instilled only by teachers who possess them and practice them, at least, in some measure.

4. In order to bring about personal contact between the teacher and the taught it appears to be necessary that each candidate for admission to a college should be interviewed at the time of admission, his educational history recorded and that he should be assigned to a member of the staff who should not have more than 25 students as wards to look after as their tutor. A tutor should see his wards frequently and take every possible interest in the welfare of the student.

5. It is desirable that the Head of the institution should address the students newly admitted in two or three batches, if necessary, and every member of the staff should devote his first lecture or tutorial class to inform the newcomers into the institution the traditions of the institution, what they can do and what they cannot do. If the students knew before hand what offences are considered unpardonable it will not only be easier to control them but it will satisfy their sense of fairness if they are punished for any breach of discipline later. It should be pointed out to the students that the intention of their parents or guardians in sending them to colleges at such expense is that they should receive instruction and not that they should take

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- (1) that by strikes students injure themselves and also their parents more than anybody else. They lose lectures and other valuable instruction in addition to the usual double loss of attendance and there always the possibility of more severe disciplinary action
- (2) that if they interfere with the traffic, etc., outside the institutions they are liable to be classed as offenders against the law and tried for the same.
- (3) that if they go out to another institution and create trouble there, it would merit severe disciplinary action; and similarly
- (4) that if they get into conflict with the Police and bring the name of the institution into disrepute they would be liable to rustication.

Very much depends on the impression that a student gains in the first few classes and particularly in his first contacts with the Principal or senior Lecturers in the college.

6. In most cases when the emotional excitement which cause of a particular act of indiscipline, (e.g., a mass at a strike) subsides the students understand and appreciate given to them by their teachers or tutors. A long range things is capable of bringing about better results than the apparently effective measures which deal only with the present. The Director has no doubt that the Heads of institutions do allow their students to hold meetings in the premises for the discussion and expression of views on any subject including their grievances. It some member of the staff takes part in such discussions the students to a calm and deliberate discussion after understanding all the points of view. They may go about preventing indiscipline.

7. Whenever mass absenteeism is apprehended staff will meet their tutorial wards and talk understand their view points and discuss the absenteeism on the students, on the parents, country.

8. It is clear that in any mass movement led by a few who can appeal to the others. who in particular require more individual attention convinced that those members of the staff who their good at heart and that the advice given the students own interest, then it may be over. The wisdom, patience, and sympathy personal relation towards his wards is of

9. For this purpose members of the staff should carefully watch the conduct of all the boys who are under their charge as tutorial wards. When a student expresses himself or acts in a way which, in the opinion of the tutor or the head of the institution, may lead to bad consequences he should get into touch with the parent guardian and give him a chance to improve the student's ways. Members of the staff should realise that the maintenance of discipline is as much their responsibility as that of the Head of the institution. When the conduct of a student is such that he has been neglecting his studies in favour of any other activity, the tutor or the Head of the institution will keep the parent informed and also let the student know that the parent or guardian has been so informed. In case where the conduct of the student is obviously going in a direction which the Head of the institution considers wrong, the Head of the institution should not merely inform the parent but get an undertaking in

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writing from both the parent and the student as regards his future behaviour.

The members of the staff should remain in the college not only during the working hours but even after and participate in the extra-curricular activities - games, debates etc.. It is also necessary to see by suitable organisation of the timetable that as far as possible students are kept busy in the lecture rooms, laboratories and library and not allowed to loiter about. During their leisure hours in college, the teachers should encourage pupils to meet them and discuss their problems even if they do not strictly relate to their study. Such accessibility will create confidence and enable the lecturers to check any tendency towards indiscipline.

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11. The circumstances of a strike or disturbance may sometimes be such that immediate drastic disciplinary action may lead to further excitement and further disturbance. In such cases, action may be taken after the lapse of a suitable interval of time and in any case at the end of the academic year. Unless it be for grave misconduct students should not ordinarily be sent out of an institution before the end of the academic year. Students who have shown lack of progress or have a tendency to foment disturbances -

(1) can be sent out of the institution with transfer certificate at the end of the academic year for unsatisfactory progress or conduct; or

(2) the progress and conduct certificates required for the University examination may be refused.

Above all no student should be punished or given an opportunity to claim the halo of martyrdom for any stray ~~misbehaviour~~ silly emotional outburst.

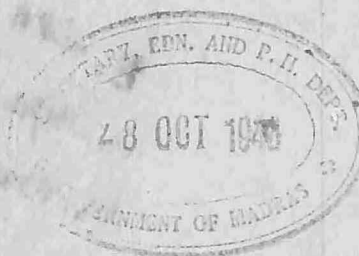
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75642-43
18/12/46
Secretary, E. & P.H.

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14
Please see herewith a copy of my speech while inaugurating the Madras Provincial Students Educational Convention. The speech may be circulated to the D.P.I. and he may be asked to issue suitable circulars about the necessity of impressing upon headmasters of all schools, the need for discipline in schools and colleges.

While doing so, it may be made clear that discipline is possible only if the principals and the staff have a sympathetic and understanding view of the difficulties of boys and they shd. make an attempt to move with them very closely and understand them from the human point of view. That, I think, will be the lasting solution of this problem.

TSA
28-10-46
H.M. Edn.



E. & P.H. (G3)

[Issued as D.O. No. 65504-B/46-1 Edn dt 29.10.46]

C.No. 70752/46 - From the D.P.I. No. 11332 - E/46 dt 17.11.46

75642
Please see the D.O. from the D.P.I. at p. 3-12 of. The draft circular proposed to be issued by him may be approved. ~~A draft order is submitted for approval. May be circulated to H.M. (Edn).~~

QES
27/11/46
C.S. 29.10.46

(1) It seems that H.M. (Edn)'s speech in para 1 needs not form part of the circular - it has already appeared in papers. If so para 1 of the circular may be altered as indicated in pencil on page 6 c7.

(2) The verbal alterations in para 11 of the circular are also for approval.

A draft order is submitted.



hr
6-12-46

AS II
9/12/46

1. The whole thing may be printed as suggested by D.P.I.
2. may be approved

TSA
18-12-46

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We are living in glorious times. We have the honour and great opportunity of building a new and a great India. The responsibility of the students is great in this direction. I want every one of you to be strong and noble in the service of the Mother land.

Strength is achieved only through discipline and self restraint. One who is not disciplined and self restrained cannot be strong. This applies to communities and countries as to individuals. We have been working for nearly a quarter of a century for the making of a great and glorious India as well as strong and noble youth in this great country, have ~~felt~~ felt with sorrow that discipline is of late becoming lax in schools and colleges. The coming of the Congress Government seems to have given an impression that they will tolerate deterioration of discipline. I must make it clear that in the interests of bringing them up well, they must insist on discipline. I am very unhappy to learn that there have been strikes in schools and colleges in certain parts of the Province. Strikes may have a place in settling trade disputes, but they are out of place in schools and colleges. While the Government will ~~be~~ sympathise towards the difficulties expressed by students and will do all in their power to do what is best for them, I must tell them clearly that strikes, disorderliness and intimidation should not be the methods adopted by students and the Government cannot sympathise with these methods.

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I would like here to mention another matter which seems to be disturbing many of the students in certain parts of this Presidency. I refer to the selection examination. I see a sense of distress in the minds of many of the students because of these selections and detentions. While I am sorry that this should be the cause of distress, the Government are looking into them. I should make it clear that the Government have no power to interfere with the internal working of these institutions, but they will consider what best can be done in the matter to relieve this among them.

Only one other matter I would like to mention here; and that is the duty of that we who are fortunately placed owe to our less fortunate brethren. It is both a duty that we owe them as well as a training for life to us. Let the best of us take a life of service and devotion. The status and prestige of a community and country is raised by the number of men and women of high ideals that it possesses. What ever may be the walk of life that we may adopt, and to whatever ~~professions or occupations~~ professions we may be called, let us uphold these high ideals of purity, sincerity and service in our life.

Let me wish your Conference all success and let God guide you in your noble endeavour.

