MISCELLANEOUS.

Government of Madras

EDUCATION AND PUBLIC HEALTH DEPARTMENT

(Education)

G.O. No. 1394. 29th May 1948

Education—Secondary—Reorganization—Orders passed.

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151

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G.O. No. 1394, 29th May 1948

Education—Secondary—Reorganization—Orders passed.

Order—No. 1394, Education, dated 29th May 1948.

The Government have had under consideration for sometime past a scheme for the reorganization of secondary education with a view to make it more efficient, practical and useful and at the same time to provide scope for a variety of courses to suit the aptitude of the pupils. The Board of Secondary Education was asked to go into the question and suggest a comprehensive scheme. The Provincial Advisory Board of Education considered this scheme and made their recommendations. The Government have carefully considered the recommendations made by the Boards and they proceed to pass the following orders.

2. *Provision of three types of schools for study after III Form (trade schools, technical high schools and academical high schools) and introduction of bifurcated courses*.—The question of opening trade schools is under separate consideration. The Government do not consider it necessary to open separate technical high schools at present. They have decided that it will be sufficient if the diversified secondary school courses are introduced in the existing high schools providing for literary or academic courses. They have accordingly issued orders separately sanctioning the introduction of certain bifurcated courses of studies in selected high schools commencing from Form IV in the current year.

3. *Abolition of optionals in High School classes*.—The Madras and the Annamalai Universities have agreed to the proposal. The Andhra University has suggested that if necessary the optional subjects may be classified on a broader basis than at present. The Government accept the recommendation of the Board of Secondary Education and direct that optionals be abolished in high schools classes. This will come into effect from 1949–50 as the reorganized courses will be begun in the IV Form this year 1948–49.

4. *Position of various languages*.—The Provincial Advisory Board agreed by a majority—

(i) that English should be taught compulsorily from Forms II to VI instead from Forms I to VI as recommended by the Board of Secondary Education,

(ii) that provision should be made for the teaching of Hindustani in Forms I to III and that pupils may choose between Hindustani or a foreign or classical language in Forms IV to VI in addition to the regional language.

The views of the Universities were obtained. The Madras and Andhra Universities suggested that English might be taught in Forms I to VI instead of in Forms II to VI. As Hindustani is to be taught from Form I, the Government consider that it will be sufficient if English is taught in Forms II to VI. On the question of the study of Hindustani and of Sanskrit and other languages in future the Government, after reviewing the recommendation of the Provincial Advisory Board, have decided as follows:—

(1) that Hindustani should be taught in Forms I to III instead of in Forms II to IV;

(2) that students should be allowed the option to Hindustani, or any other classical language such krit, Arabic or Persian, or Urdu, in Forms I to once they exercise that option, they should a examination in that subject. Students who o should learn the Nagari script also—at both the Forms I to III and Forms IV to VI.

(3) that henceforth throughout the secondar course, the regional language should be the first l Hindustani or its alternative should be th language and English the third language; and

(4) that the study of Hindustani or its alternative in Forms I to III should be compulsory in Andhra, Kerala and Karnataka but optional in Tamilnad. In Tamilnad unless the parent expresses his wish not to exercise the option for one of the languages in the group, it will be presumed that the boy has exercised the option if he attends the class for any of the languages. Examinations will be held for these languages also. In Forms IV to VI pupils will have the option to study in addition to the regional language a second language such as Hindustani or Sanskrit, Persian or Arabic or Urdu or any foreign language and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods and that those who want to take the regional language alone should take eight periods in that language. Pupils will be permitted to study a language different from the one studied by them in Forms I to III, provided their attainments in that language are upto the standard.

5. *Religious and moral instruction*.—The Government accept the recommendation that formal instruction should be avoided without prejudice to the existing provision for religious instruction under a conscience clause. The Director of Public Instruction is requested to issue the necessary instructions in the matter. In schools specially intended for Muslims religious instruction will be regulated with reference to G.O. No. 1727, Education, dated 22nd September 1933 and No. 265, Education, dated 7th February 1948.

6. *Citizenship training*.—The Government agree with the Board that this is very necessary and they accordingly direct that it should be made a part of the school curriculum. The syllabus for Forms I to VI has been prepared and will be approved separately.

7. *Introduction of crafts in all secondary schools*.—The Government consider that education in Forms I to III of secondary schools should be a natural continuation of basic education in the elementary schools and that the curriculum of studies for Forms I to III should be based on a main craft and that the teaching of all subjects should be correlated with that craft. They accordingly approve, for the present three crafts for boys schools namely handloom weaving, wood work, garden and agriculture among which one or more may be chosen. In girls schools home craft will be the basic craft in Forms I to III, and after Form III Domestic science will be a specialized subject of study and examination in high schools for girls.

The other subjects to be taught in Forms I to III, will be the first and second languages, from Form I, third language (English) from Form II, Mathematics, General Science, Social Studies, Citizenship Training, Arts, Physical Education and Religious or Moral Instruction. The time that will be allowed for the study of each subject is shown in the/ Annexure. The time indicated is only suggested. The Director of Public Instruction is authorized to finalize the syllabuses in these subjects. The Director is also requested to revise the Secondary Grade Training Syllabuses on the basis of the reorganization scheme for Forms I to III and submit them to Government for approval.

8. Orders will be issued separately in regard to (1) Reorganization of physical education and introduction of military training (Formation of a junior division of the National Cadet Training Corps) and (2) Reorganization of examinations.

9. The draft syllabuses are in the course of finalization. ders on the syllabuses will be issued as soon as they are Necessary amendments have also to be issued to the L.C. scheme embodying the revised syllabuses and s in the scheme. The Government consider that the duction of the new scheme need not be delayed on ccount. They accordingly direct that new scheme duced in Forms I and IV in all schools in 1948-49. scheme will continue to be in force in Forms II , V and VI in 1948-49 and in Forms III and VI in 1949-50. The Director of Public Instruction is authorized to introduce the reorganized syllabus in anticipation of the approval of the Board of Secondary Education and the issue of the necessary amendments to the S.S.L.C scheme. In respect of languages, during 1948-49 the existing syllabuses should be followed in all forms except form I and the new syllabuses in the first and second language should be introduced in 1948-49 in Form I and the new syllabus in English should be introduced in Form II in 1949-50.

10. The Government would like to make it clear that the contemplated reorganization is essentially a matter of a change in the outlook on education rather than merely the content of instruction. It is essential that our education must be through activities intended to bring about the best in our children. The school must become an active social centre and attempt to train the children for life. Civic and other social studies must be taught through actual organization of such lives in the school and by maintaining cleanliness of personal and social habits in the school itself.

11. The Director of Public Instruction is requested to issue such further instructions as may be necessary to clarify the principles underlying the scheme for the reorganization of secondary education and to propose the necessary amendment to the S.S.L.C. scheme and the syllabuses attached thereto at an early date.

(By order of His Excellency the Governor)

M. V. SUBRAMANIAN,
Secretary to Government.

To the Director of Public Instruction.

To the Director of Information and Publicity.

ANNEXURE.

Serial number and subject.	Number of periods in each Form.		
	I	II and III	IV to VI literary.
1 First or Regional Language	6	6	4
2 Arts and Crafts	7	3	4
3 Second Language (Hindustani, Sanskrit, Persian, Arabic or Urdu) ..	3	3	4
4 Third language—English	..	6	6
5 Mathematics	5	5	5
6 General Science	4	4	4
7 Social Studies	4	3	3
8 Citizenship	2	2	2
9 Physical education	3	2	
10 Religious or Moral Instruction ..	1	1	
Total number of periods ..	35	35	

* For teaching four periods from Arts and Crafts and two periods fr other subjects are proposed to be taken

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3

REORGANISATION OF SECONDARY EDUCATION.

Report of the sub-Committee.

At the meeting of the Board of Secondary Education, held on Friday the 18th July 1947, the Hon'ble Sri T.S.Avinashilingam Chettiar, Minister for Education, was present. The Board was informed that, notwithstanding the existence of other bodies and committees, the Hon'ble Minister would like to have proposals from the Board for a comprehensive reorganisation of Secondary Education. He requested the Board to consider the following questions among others.

1. The need for Craft-training.
2. Training in Scouting, Red Cross Work, Sports, etc., to make people physically fit and useful citizens; and to make them resourceful and self-reliant.
3. The language problem, as more than one language has to be studied-
    (a) Regional language
    (b) English, as an international language and for acquiring modern knowledge and information
    (c) Hindustani, as the State language of the future
    (d) Sanskrit, Arabic, Persian and other classical languages
4. The test of examination; whether new methods could be devised for testing the abilities and attainments of pupils
5. Encouraging and making attractive the bifurcated courses

The Hon'ble Minister desired that, the report be sent at an early date, so that funds might be provided in the coming Budget to bring the New Scheme into operation during the next academic year.

For the purpose of considering the reorganisation of Secondary Education, as desired by the Hon'ble Minister, as well as a report on the same subject by a committee appointed by the Director of Public Instruction, Madras, in R.O.C.No.108 E/47 dated 2nd June 1947, a sub-Committee of the Board consisting of the following members was appointed:-

1. Dr. M. Abdul Haq (Convener)
2. Sri S. Govindarajulu
3. Mr. K. Kuruvila Jacob
4. Sri M. S. Sabhesan
5. Rev.Dr.A.J.Boyd
6. Mrs. S.N.Khan

To these were subsequently added the following:-

1. Mrs. A. Kottamma
2. Sri R.V.Rudrappaswami
3. Dr. (Miss) Forrester

220

At the first meeting of the sub-Committee, held on the 8th of August, the Hon'ble Minister for Education was good enough to be present, and he desired that the Committee should consider ong other things, the following questions:-

1. Whether women's education should be the same as men's and, if a difference is desirable, at what stage it should begin?
2. Activities such as Scouting, Excursions, etc., and constructive Craft activities.
3. The language question.
4. Moral instruction.
5. Physical education, including mass activities
6. Examinations.
7. Bringing together the school and the public by making the students do some work useful to the public.

He stated that the Elementary or Basic stage would be between the ages of 6 and 11 and the Committee had, therefore, to consider the course of instruction to be adopted for children after the age of 11. The elementary stage will be Craft-centred.

At the first meeting, the Committee was for the most part occupied in ascertaining the standard which a pupil may be expected to reach under the new system of Craft-Centred Basic Education. On the hypothesis that the system worked satisfactorily, it was ascertained that the knowledge of the pupil at the end of that stage would not be inferior to that of one joining the First Form under the present system, and he would only require to have his knowledge systematised with a comparatively small effort. On the other hand, the success of the Craft-Centred education would depend entirely on the availability of an adequate number of teachers far superior to those that we have at present. Details appear to have been worked out on the basis of the single craft of Spinning and Weaving. It was agreed that the craft is a means to education and not the pursuit of an economic ideal of self-sufficiency. The danger of this method becoming mechanical and stereotyped should be kept in view. To avoid this, a very wide latitude should be given to schools experimenting with different crafts or a combination of crafts.

At the second meeting of the sub-Committee on the 11th August, an attempt was made to find out what exactly were the faults in the present scheme of Secondary Education, which it was necessary to eradicate. The system as a whole has sometimes been condemned, but when specific complaints are looked for, there do not appear to be many. It is to these only that attention can profitably be directed. This is not to say that when these few improvements are effected, we shall reach perfection, but that other improvements are dependent on many circumstances beyond the control of educational authorities.

The first of the defects was that English which is not the mother-tongue of the people of this country, was the compulsory medium of instruction. This has been remedied by steady effort over a period of years. But we must remind ourselves of the reasons why that medium was given up; otherwise, we are likely to make similar errors. English as a medium was given up because it was not the people's mother-tongue. Far too much time and effort were spent in acquiring the language; these could well be utilised for acquiring knowledge; a number of pupils never learnt the language properly; learning through a foreign language led to concentration on words to the detriment of the meaning conveyed by those words; there were frequent complaints, that

5

education consisted in pupils' getting up sentences by heart, and reproducing them on the examination paper without properly understanding them; absence of original work on a scale proportionate to the size of the country is sometimes attributed to this. The lesson to be learnt from this is that the right medium of instruction is the pupils' mother-tongue; it is not clear that this is sufficiently recognised when the new phrase "Regional Language" is said to be a synonym for "Mother-tongue."

The second complaint which has been repeated very often is that the present system was devised and continued to create clerks for government service. The basis for this criticism appears to vary with different persons. Some merely imply that the courses are academic and not technical; others who disapprove of the English medium and the importance given to English, consider that these are there only for the purpose of qualifying students for clerkships; yet others see a sinister purpose-destruction of the culture of the country and creation of an educated class who will ask for nothing more than inferior service under government. It is no doubt true that till recently, an official position under government was highly prized by the people of this country not only during the period of British rule in India, but also in earlier times. That knowledge of English qualified one for government service, was no doubt one of the reasons why people flocked to schools which taught English in preference to those which did not; but it was certainly not the only reason; knowledge of English has considerable utilitarian value for many avocations; it is the means for acquiring modern knowledge. English has rightly ceased to be the medium of instruction in our schools; government service does not appear to have the same attraction as before; but even now, if pupils are permitted freely to choose as an additional language, English or any other language, it is certain that almost all will choose English. Apart from the compulsory study of English which was the language of government, it is difficult to see in what way the courses we have been following so far, can be said to have been devised to produce clerks. In fact, we have come to the conclusion, that the present high school course does not provide the special instruction necessary for clerks and we have been planning for a special secretarial course. After various experiments, the East India Co., established the present system of education to give the people of India mush the same kind of education, as the people of England were getting; it was designed to be cultural and to provide modern knowledge; it was also established to satisfy a definite demand for it in the country. Judged by its results, our education has not produced only persons fit to be clerks. For a century, not only the eminent public men of India (political and social workers), but also the vast body of professional men (doctors and engineers, scientists and teachers, soldiers and industrialists), and those who run the gigantic machinery of government have in increasing numbers been the products of this education; today, they are so almost exclusively. This achievement is not inconsiderable. This topic may, perhaps, be concluded with a quotation from a speech on India in the House of Commons in 1833 by Macaulay who has acquired through his well-known Minutes on education the undeserved reputation of being the author of the present system of education; "It may be that the public mind of India may expand (under ~~and~~ our system until it has outgrown that system, that by good government, we may educate our subjects into a capacity for better government; that having become instructed in European knowledge, they may in some future age, demand European institutions ....Whenever it comes, it will be the proudest day in English history....................The sceptre may pass from us ....But there are triumphs which are followed by no reverse." ed/ That happen/on the 15th August 1947.

The third complaint is that there is no diversity in our school course and the only type available is academic. This complaint has for long been admitted to be well-founded. Schemes have in the past

Reg Lan — 5
English — 5 — II – VIII
Hindi — 3 I – III
Persian Sans Arab
Option — 3 IV – VI

~~Maths~~ 6
Geography 3
History
Mathematics 4
Social Studies 4
General Science 4
Physical & Citizenship 3
Crafts etc. 6
34

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been prepared for bifurcating courses, but nothing has so far been put into operation. This committee will offer its suggestions on the subject.

The fourth complaint is that the present education does not prepare students for life, meaning thereby that it does not impart to them qualities of honesty, self-reliance and self-respect, and desire for social service. The assertion that these qualities are steadily diminishing in our students, and that too because of the present system of education, is open to challenge. On the other hand, it is futile to expect that the whole country can be filled with men possessing those great qualities by a mere change in the school curriculum. The school is not the only formative influence over the child; there is the home, the neighbourhood and generally the life surrounding him. If these neither support nor corroborate the virtues that are taught in school, the school effort becomes a mockery. We cannot have a clean child in an unclean world. But it is possible in the school to give the child a certain bent in the right direction. For this purpose, the first requirement is a class of teachers who themselves believe in right principles and are given the opportunity to act up to them. The school teachers must be paid adequately; they must be treated with consideration by the managements; the number of students must be manageable; above all, the school atmosphere must be free from conflicts, internal and external. With a foreign government, and nationalist opposition, there crept into schools conflicts most damaging to the young mind. But it is not to be supposed that with self-government these conflicts will end. It is, therefore, of the greatest importance to keep the school clear of party politics. If students are to be prepared for life by some formal instructions, and through certain activities, these should be based on the largest measure of agreement.

There has been no serious suggestion that we should radically alter the content of our formal education, on the academic side. During the three years after the primary stage by whatever name it is called education should be the same for everybody; no diversity is suggested at this stage. Uniformity will be a great advantage if this stage also should become a compulsory one later on. During these three years, the subjects to be taught and the periods per week to be devoted to each of them should be as follows:-

	Periods:	
1. Language which is the medium of instruction	~~6~~	5 – for those who take Sans… 2+3
2. ~~English~~	~~6~~	~~5~~ Hindi 3
3. Mathematics	5	
4. Social studies which would include History, Geography, and Civics taught in such a way as to be relevant to the actual needs and interests of the pupils. (See Annexure No. - 1)	4	pp 12-16 infra
5. General Science	4	pp 17-30 infra
6. Physical Education including activities and training in social behaviour (See Annexure No. 2 on Training in Citizenship)	3 +	pp 31-to 32 infra
To go along with Citizenship ~~7. Religious or moral instruction~~	2	2
8. ~~Handwokr~~ Handwork, art, music, craft, domestic Science, (See Annexure No. 3)	5 + 1	

II + III
~~Rel.~~ 5
English 5
Math 3
Hindi 3
Social Stu. 4
Gen Scien 2
Physical Edu 3
Craft ~~8~~ 7
35

(In all schools for girls, domestic science (Home Craft) will be compulsorily studied.).

The Committee spent considerable time in trying to fit into the time-table, the subjects for which provision had to be made. On the assumption that a child will be taught no language but his own mother-tongue in the Basic stage and that the latter will continue to be the medium of instruction right through the secondary stage, the question to be decided was when could a child begin the study of other languages? It was agreed that English should be the next language, he should begin and that he should do so at the First Form. This appeared to be desirable from all points of view, educational, cultural and economic. It was also agreed that at this stage, a pupil should not simultaneously start on two languages other than his mother-tongue; if he desired to study another language besides his mother-tongue and English, the earliest stage should be the second form. A student may desire to study an additional language (Hindi, Russian or any other Indian or European modern language) for utilitarian purposes, or Sanskrit, Persian, or any other classical language for cultural and religious purposes. The remaining question was whether the study of this additional language should be made compulsory, and it was agreed that compulsion was undesirable. It was finally resolved, therefore, that two hours may be made available for this additional language from the second form onwards out of the five periods provided for Music, Art, Craft, etc. This would be taken only by pupils who desired to do so, but it should be obligatory on the part of the managements of schools to provide a teacher for at least one of these languages. The right method seems to be to provide in our courses opportunities for students to choose one more language whether for utilitarian or cultural purposes.

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After the Third form or middle school or post-Basic stage, at present, education is entirely limited to high schools of the academic type. The scheme of bifurcation contemplates another type which would lead to different opportunities for the students. It was, however, felt by the committee that quite apart from the bifurcated courses, there should after the third form be provision for Trade Schools. In their view, such Trade Schools are even more urgent than bifurcated courses in the high schools. The main purpose of these Trade Schools would be to fit pupils in two or three or four years, to earn a living by becoming trained workmen capable of working on their own or of being employed profitably by others. There are many parents who expect their children to start earning at the age of 17 or 18, and what they do now unprofitably by sending them to high schools, they would do profitably by sending them to these new Trade Schools.

In the Trade Schools, the pupils will be frankly and definitely prepared for entry into specific occupations. The courses may be arranged with full-time class-work or part-time, day-classes or evening-classes or on the sandwich system. These schools may be conducted on the premises of Polytechnic Institutions or they may be attached to factories or farms or they may be entirely separate institutions.

Some of the subjects that may be taught in the Trade Schools are:-(For Boys) Engineering, Building, Carriage and Motor Body Building, furniture-making, wood-carving, printing and book-binding, Photography, Silver and other metal works, professional cookery, Hair-dressing, Musical instruments making, Tailoring, Manufacture of Rubber goods, Boots and Shoes

(For Girls) Dress-making, Embroidery, Photography, Upholstery, Cookery and Home-craft.

The Committee is of the opinion that provision should be made to bring education in the Trade School financially within the reach of every one.

At the third meeting of the Committee on Tuesday the 25th August there was a general discussion of the high school stage, recommendationsregarding which were formulated at the fourth meeting on Thursday the 28th August.

It is unnecessary to repeat the well-known and accepted reasons for providing a diversity of courses at the high school stage. The proposal for bifurcating the courses was approved in this province nearly ten years ago. The general scheme was that as an alternative to the present high school course leading to the University, there should be technical courses in the Fifth and Sixth Forms. There seem to have been two main purposes behind the scheme;

(1) To enable students to earn a living in vocations other than the already overcrowded ones open to those educated in the old way, which is variously described as the academic pre-university or preparatory course. It was reported that these new courses might also help the industrialisation of the country.

(2) To divert from the University students who go there because no alternative courses are available.

These new technical courses, as distinguished from the existing academic courses, have not yet been brought into operation. Syllabuses have, however, been drafted for the following subjects:-

(1) Secretarial training (2) Engineering (3) Agriculture (4) Music (5) Dancing (6) Domestic Science (7) Drawing and (8) Photography.

It was intended that the separation of the two types of courses should take place at the V Form stage.

The Committee is in favour of providing different courses in high schools as against the uniformity which was suggested for the Middle School. They would, however, suggest certain general modifications of the Scheme of bifurcation as designed so far, and also in the academic courses, the latter of which, however, will require the approval of the University. There seems to be no reason why IV Form should have a common course. The end of III Form or the Middle School appears to be the right stage for a pupil to start on one or other of the varied courses available.

The first question to be considered and definitely answered is, what is the objective of the technical courses? The absence of definite guidance in this matter seems to have led to difficulties in framing syllabuses.

The fixing of the right objective has also been rendered difficult by dividing our courses into only two groups, the academic and technical, in the latter of which room had to be found for such dissimilar things as Engineering and Music and Dancing. It appears to the Committee that bifurcation of the courses is inadequate and, for the present at least, four different courses must be provided, for each of which the objective may be different. To start with, we may have the following four kinds of courses in High Schools:--

A. Technical or Pre-Technological
B. Commercial Secretarial
C. Academic or Pre-University
D. Aesthetic and Domestic

A.TECHNICAL:

Besides offering a more or less alternative type of education, to pupils who benefit most by practical activities, the technical courses in the high schools must serve the purpose of training pupils for entrance to Polytechnics of which some have been established and more are likely to be established as these schools cannot by themselves give the training. For those who do not desire or cannot afford more than two or three years of schooling after the Third Form, we have suggested the Trade Schools, which must clearly be distinguished from Technical High Schools. At the end of the period of instruction, a pupil of a Trade School will be a skilled workman.

The pupil with higher ambitions and better resources will choose one of the courses in the high school. The pupil choosing the Technical Course will do so because his talents are more suitable for it. It should not be supposed that by choosing the technical section, he is choosing something of inferior utilitarian value. In fact, if the industrialisation of the country proceeds apace, he may be in a better position at the end of the five years (three years high school and two Poly-technic), than his counterpart, who has chosen the academic side. The latter will still have in front of him four or five years of a University Course in Engineering, while the three years now required for a course in the Poly-technic may well be considerably reduced in the case of a pupil who has had the preparatory training in the Technical High School.

We shall have reached a stage of realism if we admit that the proper place for Technological Education is the Poly-technic and that the Technical High School can only prepare a pupil for it. This preparatory work will be different from that on the academic side. On the other hand, the preparation will generally be the same for different technological studies to be pursued later in the Poly-technic; if there is need for any specialisation for a particular technological course, the variation should be within very moderate limits. A technical course of the type visualised by us would be within the means of any good high school.

Poly-technics may be expected to provide courses of instruction in subjects, which may be grouped under four heads (1) Engineering (Civil, Mechanical, Electrical, Automobile, Radio etc.,) (2) Chemical Technology, (3) Textile Technology (4) Agriculture. As already stated all the pupils in the technical high school will take substantially the same course, whichever of the above groups, they hope to study later in the poly-technic. Some modifications will be necessary to meet the particular requirements of each of the various groups contemplated at present and this will have to be examined by experts in the various subjects; but no variation will be necessary to meet the requirements of particular subjects within the same group. Thus a pupil to be prepared for the Engineering group may want more Mathematics than another to be prepared for Chemical technology, who may require a good grounding in one of the sciences. But there will be no difference between those preparing for Engineering, whatever branch of it they may eventually choose in the Poly technic.

To sum up, in the scheme proposed by us, there would be three grades of technical education:-

(1) The Trade Schools:- The pupil joins this after the Third Form, and in two or three years becomes a skilled workman. He has to be content with this position and expects no improvement save what comes to him from age, experience and efficiency.

(2) The Technical High School:- This also a pupil joins after the Third Form. He still continues some of his academic studies but in most cases has made up his mind to obtain technological education, and takes a course which is a preparation for it. After three years in high school, he joins a polytechnic which gives him theoretical as well as practical training in the technology chosen by him. He is not only capable of doing things with his own hands, but because of his better education, and longer training, he can be put in control of skilled workmen. He can become what, in the industrial world, is sometimes known as a supervisor. But there need be no limit to his ambition or desire to improve his knowledge. It is understood that Diploma - Holders or Licentiate of Polytechnics can become Associate Members of the Institute of Engineers, and thus become eligible for places normally held by university graduates in Engineering.

2 (3) The University course in Engineering, etc:-- The academic high school boy enters the university and obtains a degree in engineering or technology or takes a degree in pure science and engages in research.

The following are the subjects and the number of periods for each subject, suggested for the technical course in the high school.

	Periods:	
(1) Language which is the medium of instruction	5 or 6	(as in academic)
(2) English	5 or 6	do.
(3) Mathematics	5	(For the Engineering group, special Mathematics instead of this)
A (4) Additional language (Hindi, Russian, etc., in the Fourth Form and social studies in the later forms)	2 + 1	
(5) Physical education	1 + 1	
(6) Arts ~~and Crafts~~	2	[illegible]
(7) Religious or moral instruction	1	
(8) Citizenship training (may be confined to the Fourth Form)	(2)	
	21 or 23 plus 2	

which are 10 pers for Tech — 10 pers

The remaining periods will be devoted to the theoretical instruction and practical work that will constitute preparation for technological studies. If any of the groups require theoretical instruction in one of the sciences, time must be found within

9 — 11

these periods.

Secretarial course

may go on to the [illegible] or allied colleges.

B. COMMERCIALSTUDIES:

The Committee considered that this subject in the New Scheme is not in exactly the same position as technical studies. The Objective ~~object is~~ here different. At the end of the course, the pupil is qualified to become a more efficient Secretary or clerk or office assistant. It should also be possible for him more easily to qualify for the University entrance examination should he at the end of his high school course desire to do so. Apart from the University, there is for him nothing corresponding to the Polytechnic for further study. It would be desirable that his subjects of study include as many subjects of the academic course as possible. These pupils will not be required to take general science. Ten*periods a week can be found for Commercial subjects, and the rest of the time-table will be the same as that of the Pre-University student.

* Five Science plus Two Art and Craft plus Three pool.

[illegible] Drawing.

C. PRE-UNIVERSITY:

The objective of this course is self-evident. It has to be acceptable to the University; but another objective of this course should not be forgotten either by the University or the Board of Secondary Education. That object is to give pupils a general cultural education, whether they join the University or not.

The most important question that was discussed by the Committee was whether the optional subject which a student has to take in addition to the five compulsory subjects may be dropped. The Committee resolved to recommend that the optional subject be abolished. It also resolved that no attempt should be made to load the syllabus in other subjects, particularly Elementary Mathematics. The time saved by abolishing the optionals will be devoted to various activities, arts and crafts, on which the pupil has already started in the middle school. The following would be the number of periods to be devoted to the different subjects:--

No optionals

	Periods:
(1) Language which is the medium of instruction	5 or ~~6~~
(2) English	5 or ~~6~~
Hindi 3	
(3) Mathematics (which should be taught in a way relevant to the actual needs and interests of the pupils and problems which only operate as traps should be avoided)	5
(4) Science	5
(5) Social studies(including History, Geography and Civics).	5
(6) Physical education	1
(7) Religious or moral instruction	1

Hindi should not be alternative to craft. ~~[illegible]~~ may be made alternative to Sanskrit - Mod. I.L. or

This must be necessary.

B		Periods:
	(8) Art, Craft, etc., (for those who so desire two periods may be taken out of this for an additional language such as Hindi, Russian, Sanskrit, --Arabic and Persian).	5
	(9) Pool (Citizenship training, Domestic Science for Girls, Music, Dancing).	3
		35

(In all schools for girls, Domestic science (Homecraft) will be compulsorily studied).

D. AESTHETIC AND DOMESTIC:

We have included this as a distinctive branch in the high school course, as the objective here may be different from the others. We should like to have a course, which a pupil with a bent for Art can take without the handicap of subjects which he cannot manage. We are therefore providing in this group a wide choice of subjects. This course will also be suitable for women students who may wish to study more of Domestic science than is provided for in the Pre-University Course. This may also be a good preparatory course for entrance to an Art school. But those who take this course and desire to qualify for entrance to the University under such conditions as may be prescribed will choose the subjects necessary for the purposes.

The course will consist of three parts and the following will be the subjects and the number of periods to be devoted to each subject.

PART I.

	Periods:
Language which is the medium of instruction	5
English Composition	2
Religious or moral instruction	1
Physical training	1

PART II.

Any three of the following subjects:

(a) English	5
(b) Mathematics	5
(c) Social studies	5
(d) Additional language	5
(e) General Science	5
(f) Domestic Science	5 (Not to be taken by pupils taking Domestic Science in the third part)

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PART II. (Contd).

	Periods:
(g) Art	5 (Must be different Art from the main one chosen under the third Part).

PART III.

Domestic Science or Art	11 (In the Fourth Form two out of this for Citizenship training)

As regards priorities, the Committee would suggest the establishment of a number of Trade Schools first. This will considerably reduce the number of students going to high schools. After that, a good Polytechnic (which may cost more than a First Grade Art College) must be established in each District. Without such Polytechnic to look forward to, students may not choose the Technical courses in the high schools. Simultaneously with the establishment of Polytechnic, high school technical courses should be initiated whether in new institutions or in existing schools and every possible encouragement financial and other should be given to suitable pupils to enter on these courses. But both Trade Schools and Polytechnics will depend for their sucess on the progress of industrialisation of the country. What is ultimately necessary if any technological course is to be attractive is that it should be found profitable to those who undertake it.

At present technical education is under the control of the Department of Industries. It appears to be necessary that all education, including technological, should be under the Education Department. A Board of Technological Education consisting of experts in the subjects and representatives of the Department of Industries and Industrialists will have to be constituted to advise the Department of Education.

This report was considered and approved by the Committee at its Fifth and Sixth meetings on the 4th and the 8th September 1947.

Note:- The Syllabus in Physical Education was not considered by this Ad-Hoc committee as it was received after the preparation of this report.

ANNEXURE NO. 1 .

AN OUTLINE COURSE IN SOCIAL STUDIES FOR FORMS I TO III.

CONTENT AND APPROACH: Social studies draw their material from the fields of History, Geography, Civics, Economics and Sociology. The method is the study of topics covering these fields and is carried out by means of reading from various sources, the study of maps and pictures, making of models, expeditions, films, etc.

Example of topic:--Australia.

Discovery and occupation.	History, Geography.
Physical features.	Geography, Economics.
People.	History, Geography, Sociology.
Natural Resources.	Geography, Civics, Economics.
Occupations and Industries.	History, Geography, Economics, Sociology.
Education.	History, Civics, Economics, Sociology.
Customs and Traditions.	History, Sociology.
Government.	History, Civics, Economics.
Foreign Relations.	History, Geography, Civics, Economics.
Foods, homes, etc.	Geography, Economics, Sociology.

This illustrates that the kind of knowledge needed in the modern world is not merely geographical knowledge or historical knowledge of a place but a more comprehensive knowledge.

OBJECTIVE OF SOCIAL STUDIES:

To aid youth to the fullest practicable understanding of our social order; to develop an understanding of existing institutions, through a study of social relationships in the home, school, community, nation and world;

To help towards a realisation of our debt to the past and our responsibility in the present and for the future;

to develop an appreciation both of the dependence of man on natural features and forces, climate, soil etc., and also of man's achievements in using the natural resources and overcoming difficulties;

to create an understanding of the inter-dependence of man and nationns, and through such understanding to develop the broader social--mindedness essential to human progress and well-being.

to develop in children such qualities of character as social-mindedness tolerance, adaptability, loyalty to ideals, unselfishness, co-operation, ~~the~~ respect for others, and respect for legally constituted authority.

to develop ability in reflective and scientific ~~teaching~~ thinking for use in the solution of social problems.

NOTE ON THE INTRODUCTION OF CONTROVERSIAL SUBJECTS IN THE SCHOOL CURRICULUM: It is often urged that in dealing with controversial issues in Economics and Politics, some bias on the part of the teach is bound to arise. The fear is expressed of 'bringing Politics into the school' and of imposing on pupils a ready-made set of views. But it is often forgotten that over by far the greater part of the area in both these subjects an increasing measure of agreement reigned, the controversial issues being well advertised and thus

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standing out in perhaps undue/light.......Some bias is inevitably present since few people can shake off the result of their environment and their former attitudes, but since this is an expression of the individuality of the teacher and of his standard of values, to eliminate it would be to eliminate all life from teaching.

"What is imperative is that he should be conscious of and usually declare his own bias, and that he should train his pupils to be careful to distinguish between opinion and fact.... Where controversial subjects are concerned, what is wanted is an atmosphere of argument rather than of dogma. It must be remembered that the school is often the only place in which a boy or girl has an opportunity of applying scientific methods of argument. This is not even attempted in the average home, or by any political party, and is certainly not achieved in the Press. If, therefore, through fear of bias, controversial issues of the modern world are kept from children in school, they will be sent out into the world unprotected against blasts of modern propaganda." (The Content of Education, the interim Report of the Council for Curriculum Reform. London 1945. underlining mine J.F.F.)

PREVIOUS KNOWLEDGE:

It is presumed that in the primary stage, the child will have learnt something of his own neighbourhood, the different kinds of work that go on there, the public services, postman, policeman, etc; will be able to find places on a map of the neighbourhood; will have learnt about special days and festivals and famous people; will understand the fundamental needs of man, food, clothes, shelter; and will realise that these are the same the world over though satisfied in different ways, e.g., Eskimo, Englishman, West African, Desert Arab, etc.

Will have an acquaintance with the chief characteristics of the chief neighbour countries of his own, China, Burma, Japan, East Indies, and of the whereabouts of the America's and Europe and their Historical connections with India.

Will have been introduced to the story of Man, pre-history, early civilisation, and their contribution to modern life, that will begin to realise that the world today is the gift of the past.

FORMS I - III.

How people live together:

(1). Farming and Farm Life--the importance of farming to man-farming in different parts of the world and products raised for man's use - changes in methods of farming in other countries and India - need of changes in India - how better plants and animals have been produced through use of scientific knowledge - difference between modern Indian Government Experimental farm and old-fashioned methods.

(2). Living in cities - why people live in cities - reasons for location of cities - where and how people live in cities - kind of work people do in cities - advantages and disadvantages of living in cities, amenities and slums - city planning and why it is important.

(3). Man's work in an age of machine - ways in which the machine have changed homes, food, clothes, etc., - how machines have changed the kinds of work people do - machines need raw materials and man must see that supplies are wisely used - the story of the development of the man's tools and the machine as the latest tool - advantages and disadvantages of living in a machine age.

For rural districts, more emphasis would be placed on agricultural machinery. More time would be spent on (I) in a rural area and more on(~~II~~ 2)and(~~III~~ 3) in a city.

(4) Communication -to know something about the development of the language, the importance of keeping records, how writing developed, different ways of preserving records - primitive ways of communication, compared with modern ways, telephone, telegraph, wireless, post, etc.

(5) Transportation - growth of water, land and air-transportation - different means of transportation used in other parts of the world - chief sea, land and air-routes across and from India.

(6) The story of education - primitive forms of education - first schools - education in the ancient world - coming of western education to India - development of education - the Wardha experiment and Basic education - how public schools are supported - the debt to private management - democracy's need for education.

(7) The story of government - the need for government at all times - what government is - how government developed - the contributions of early civilisations to government - different kinds of government, monarchy, constitutional monarchy, republic, dictatorship - the development of self-government - modern types of government - what our government does for us - how the services of government are paid for - the part we as individuals ~~of~~ ~~xxxxxxxxx~~ play.in government.

(8) The story of science and scientists - what science is - the part played by science in production of food, clothes, homes, transport and communication - importance of science in the prevention and cure of diseases - other sciences than those dealing with health - how science has changed our ways and living - the more outstanding scientists and their special contribution - Indian scientists - how the scientists work and the scientific method - the importance of continuing to advance science.

(9) The story of the Arts - the Arts belonging to all people at all times - fine arts and applied arts - development of Music, Painting, Sculpture, Architecture and Drama - Differences in Art among different peoples in the world - great masters in different fields of art - how ~~are~~ our ways of living are improved because of the Arts.

Living and working in today's world:

Objective: To help the child to understand the earth and the home of man and how man adapts himself to his natural environments.

1. This world of ours - the physical universe in which we live - our place among the heavenly bodies - size and shape of the earth - motions of the earth with resulting phenomena. Nature and uses of maps, globes and graphs. Climate and weather and the factors which determine them - the main land and water forms and ability ~~be able~~ to identify them on a map, - the extent to which natural environment affects the life of man.

2. Feeding the world - how primitive man secured his food - the importance of hunting today as compared with the past - fishing, types of fishing - climatics belts influence fishing - fishing ports and reasons for their locations -modern methods of distributing and marketing fish - how fishing has influenced the character of nations engaged in it.

3. Stock raising - location of pasture lands of the world - modern ranch life compared with early shepherding-relationship between shrinkage of grazing areas and density of population - artificial feeding of stock.

Agriculture - when, where and why did it begin - types of farming, reasons for variations - and development - improvement of farming - scientific discoveries - modern methods of marketing farm produce.

Importance of co-operation among peoples of the world to satisfy their need for food.

(4) Nature's riches - the water of the earth - a vital resource, water reserves, water power.

Forests as valuable resources - forest areas lumbering - chief timber produced - modern uses of wood as compared with old uses - forest~~s~~ conservation - afforestation and reforestation - the work of the Forest Department.

Fuel resources - mineral fuel - coal resources - how coal is formed - principal coal mining areas - types of mining. Petroleum, how formed - where found - how extracted - uses. ~~Natural gas - where found etc.~~ Problems of fuel industry, transportation - conservation.

Other mineral resources - importance of international exchange.

(5) Man makes goods for his use - factors influencing the development of industrial areas - geographical factors - availability of labour - capital and leadership - helpful governments and good educational systems - availability of raw materials, market, and transport.

Classification of industries - textile - leather - rubber -steel; location and reason, interdependence of industries. Clay products, wood products and building materials.

Food manufacturing industries - food preservation, meat packing, dairy industry, grain industry - canning industry, sugar refining - vegetable oil, etc.

(6) Man exchanges the goods he ~~aks~~ makes - factors which influence the interdependence between India and the rest of the world - Europe dependent upon foreign trade, why? --Influence of economic crisis or War on foreign trade of a country.

Early trading - factors upon which modern commerce depends - stages of industrial developments - surplus raw material- distribution of natural resources - locations - political conditions.

Methods of trading - barter - coins and how ~~to~~ They make trade easier - the invention of the credit system, advantages and disadvantages - money lending - interests - co-operatives.

Markets and fairs - modern stores, warehouses and godowns - use of Banks - trade routes.

The story of our country:

Objective:-To help the child understand and appreciate his own country and its history.

Early history - first civilisation - the first inhabitants, where and how they lived - different waves of immigrants - new ways of living brought by them, the different peoples of India, different languages, how these developed - the related languages. Different religions, chief features and developments, the arrival of foreign religions - early trade with foreign countries

Great rulers of India and the lasting contribution they have made.

Great builders, famous buildings, etc.

The British period - changes in ways of living - creation of a body of officials - introduction of Western education - spread of education and hospitals through missionaries - position of the Indian languages etc.

Rise of nationalism - development of the Congress party - fight for Freedom.

Important geographical features of India - natural resources, distribution of population, why different people where they are.

India an agricultural country, different types of farming, need for improvement, cause of poverty.

Movements towards Industrialisation, Tata's works etc.

[Material from Masini's 'Our India'.]

The story of the past should be told to illuminate the present.

Developing Civic responsibility:

Objective: To help the pupil understand how social groups are organised and how they can govern themselves democratically.

Local government in the village and rural areas - the work of the District Boards.

Local government in towns and cities - the work of the Municipalities and Corporations.

Public services provided - how they are paid for.

Elections, procedure - duties of a citizen. Who can vote and how to vote.

Provincial government - different departments and Ministers in charge - work of the permanent officials - community services provided by the provincial government and how paid for - different kinds of taxes - duty of every citizen to bear his share of the burden in proportion to his ability - need for honesty in dealing with public funds - evils of bribery (local government also).

National government, details as above. Work of Governor-General and of Governors. What is a dominion?

Foreigners in the country, their rights and duties - how a foreigner can become a citizen.

(Much of this syllabus is an attempted adaptation of parts of the Scheme of Social Studies in the Schools of Detroit, U.S.A.).

Annexure No 2

REPORT OF THE COMMITTEE CONSTITUTED BY THE GOVERNMENT UNDER [illegible].O. Ms No. 1373 Edn. dated 30-6-47.

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1. The Committee was constituted for the purpose of considering the question how the main elements of Scouting can be introduced into the schools of this Province as a part of the school curricula.

2. The Committee sat on 2-8-47, 9-8-47 and on 25-8-47. The general principles were decided at the meetings of the 2nd and the 9th August. A Sub-Committee was then appointed on the 9th August for the purpose of drawing up a detailed syllabus. The Sub-Committee met on the 18th August. Their recommendations were placed before the Committee on the 25th August.

3. The Committee makes the following recommendations for the consideration of the Government.

RECOMMENDATIONS.

1. The Committee carefully considered the feasibility of introducing scout subjects in the school curriculum, and came to the unanimous conclusion that this if done would highly enrich the present system of education. This however could be done successfully only if the necessary time and facilities are made available.

2. In the unanimous opinion of the Committee, the word "Scouting" is not to be employed in connection with this scheme, and that a term like "Citizenship" Training" may be used in its place.

3. The details of the instruction which is to form part of the syllabus are given at the end of this Report. In the opinion of the Committee the scheme is to be confined to Forms I to IV, which for this purpose will be divided into two stages:-

Forms I and II will constitute JUNIOR GRADE, Forms III and IV will constitute the SENIOR GRADE. Provision is made for pupils

pupils of forms 5 and 6 to continue the training on a voluntary basis. (Advanced Grade).

4. The Junior Grade and the Senior Grade will receive instruction in Citizenship during special periods set apart for the purpose. The Committee feels that as a minimum the last two periods of one afternoon a week should be set apart for each class, from Form I to Form IV. If the nature of the instruction needs it, the class should be prepared to stay on and work even after the end of the school-hour.

As regards the Advanced Grade (Forms V and VI) there ~~was~~ is no need for regular classes, but a system of Proficiency Badges be provided ~~for them~~ for them so that they can acquire the necessary knowledge of scout subjects during their leisure time and on their own initiative.

5. Each Class should be divided into SQUADS of a maximum of eight under a Pupil Leader who may called "Squad Leader". Each Squad may have a distinctive emblem. A standing comparison may be instituted with advantage so as to interest the squads to ~~view~~ vie with each other in improving themselves.

6. Instruction should be as little as possible through class room talks, and as much as possible through outdoor work and practices and suitable games. The subjects specified in the syllabus are to be attempted not only during the hours set apart on the timetable, but during outings, rambles and camps which are to be organised as part of this scheme. A minimum of two Day-outings and one Week-end Camp will be expected of each Class every year, and the Camps will be purely on the Class basis and not conducted on a mass scale. The idea of Camp Fire is to be utilised for Folk Dances, Folk ~~sin~~ singing and for Community-singing. Dramatic performances should be made part of the year's activities in each class.

7. The School will provide all the necessary material and equipment such as Ropes, Staves, Bandages etc., and these should be

be readily available for each class as and when needed.

8. The structure of the Class ~~Room~~ Group will include students' Courts or Class Councils, and if these are adopted it will conduce to the moral welfare of the group and the individual.

9. The idea of service to the community should be inculcated in the pupils through individual daily good turns and organised Group Good Turns.

10. Training in the best standards of social relationship will be given in every class group through instruction, and by providing opportunities to practice habits of Obedience, Reverence, Discipline, and all that tends towards the making of a good citizen. A good citizen is always courteous and a friend to all.

11. No uniform dress is prescribed.

12. The day ~~outgoing~~ outings should include visits to places of interests, such as, Museums, Zoo, Harbour, Water-Works, etc.

The following syllabus is drawn up on a concentric basis and is calculated to give the more important elements of scouting, cubbing, girl guiding and of the ~~capital~~ Junior Red Cross to the pupils of the school.

JUNIOR GRADE - For Boys and Girls

Form I	Form II
1. National Flag-Its composition and significance. Also the right way to fly the Flag.	1. The National Flag - Its history and significance - How to hoist it. The Flag Salute.
2. Knots - Reef Knot, Sheet-bend; and Clove Hitch. Their uses and application. Whipping rope ends.	2. Knots - Reef Knot, Sheet.bend Clove Hitch, Fisherman's knot - Ty~~p~~ing up a parcel correctly.
3. Tracking Games and Treasure hunts.	3. Tracking Games and Treasure hunts of a more advanced nature than Form I.
4. Compass Games - Games using eight points of the compass.	4. Compass Games - Games using sixteen points of the compass.
5. Health practices - personal cleanliness- hands-feet-teeth-hair-nails-clothes. Mark sheets giving individual progress and periodical inspection.	5. Health principles and practices - maintaining personal records. The use of Note Books recommended by Junior Red Cross is suggested.
6. Road Sense - Rules of the Road - Kerb Drill - safety while crossing roads - necessary caution.	6. Road Sense - Kerb Drill - Traffic Games.
7. Sense training games - games for hearing - smell - sight - and sense of touch.	7. Sense Training Games - games of a more advanced nature than Form I.
8. Observation Games - games aiming at developing keen-ness, looking about and grasping what is seen - to be practised while going along roads and streets. Also other suitable games which can be played in the garden or in the open.	8. Observation Games coupled with memory test. To be of - more advanced nature than Form I
9. Car of Clothes - including the use of the needle for mending tears and for stitching buttons	9. Care of clothes - washing them - folding them - the use of the needle in mending tears. Sewing buttons. Darning. Patching.
10. Folk Songs - Folk Dances - and Group Singing	10. Folk Songs - Folk Dances - and Group Singing
11. National Songs.	11. National Songs.
12. Collections of Nature specimens, stamps etc.	12. Collection and study of Nature specimens, stamps and the like.
13. First Aid - Simple First Aid Cut finger - grazed knee - grit in the eye - foreign body in the ear and the nose	13. First Aid - elementary - the use of the triangular bandage.

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14. Message carrying - verbal messages.	14. Signalling. The alphabet in semaphore and in morse.
15. Lives of National Heroes through story telling.	15. Lives of National Heroes - through story telling.
16. Orderly Movement in groups (simple movements).	16. Orderly movement in groups - using whistle signals.

Note: 1. The first aid for Form II has to be set forth in greater detail.

2. Week-end camps and day outings must be so managed as to keep the expenses low and to enable all pupils to attend and derive the benefits of camp life. Pupils may be encouraged to take with them their own packed lunch or tiffin on day outings, and their own rations on week end camps.

SENIOR GRADE - For Boys and Girls the same.
(Where there is any difference it is indicated in the sullabus).

Form III.	Form IV
1. The National Flag - Its history and significance- How to hoist the Flag- the Flag Salute - knowledge of the flags of other nations (six as a minimum)	1. The National Flag - Its history and significance - hoisting the flag - Flags of the other nations.
2. Orderly movement in Groups. Marching and moving in groups - Use of Whistle and hand signals.	2. Orderly movement in groups,- Use of whistle and signals - Formations - movements etc.
3. First Aid. - including the treatment for simple fractures- simple methods carrying patients.	3. First Aid on the standard of St. John's Badge. Methods of rescue from fire - drowning - how to deal with electric shock how to stop runaway animals and mad dog.
4. Observaton and tracking.- advanced practice including stories on sand.	4. Observation and tracking - Advanced practices - including stories on sand.
5. Simple Map Reading. to be attempted through games.	5. Map making and Map reading.- Maps for reading should be regular ordnance maps. Map making to aim at the drawing of intelligible rough sketches.
6. Knowledge of locality. To spot out useful places like dispensaries - residence of doctors - the post office - bus stops - police stations and the like.	6. Pathfinding - a detailed knowledge of the locality and of the more useful institutions like hospitals - dispensaries - pharmacies - residence of doctors - nurses - midwives - and other s whose services may be needed by members of the public at any time. The standard to aim at will be ability to guide others.
7. Folk Dance - Folk Songs - Community Singing.	7. Folk Dance - Folk Songs - Community Singing.
8. National songs.	8. National songs.
9. Signalling - How to send and receive messages.	9. Signalling - advanced and Field work.
10. Direction by the sun and the stars; and Time by different	10. Knowledge of Civil Institutions - Knowledge of and how to make use of the Post Office, the telegraph ~~knowledge of how to make use of the Post Office~~ the telephone, ration offices, ration shops, railways, banks, municipal offices, police station, village headma's office, courts etc., Where telephones are available how to speak correctly.

11. Knots and Lashings- Reef Knot - Sheet bend - Clove hitch - bowline- fisherman's knot - parallel or flagstaff lashing - erecting flagstaff.	11. Knots and Lashings - Additional to Form III the following - Square Lashing - diagonal lashing - trestle building - building huts and shelters.
12. Firelighting in the open	12. Firelighting in the open and cooking - simple meal
13. Lives of National Heroes intensive study of at least four.	13. Child nursing and looking after children.
14. Play Acting - Forces and dramas.	14. Forces and Dramas.

Note 1. The subject under 13 though of a special value to girls could with advantage be taught to boys also.

2. Week end camps and day outings must be so managed as to keep the expenses low and to enable all pupils to attend and drive the benefits of camp life. Pupils may be encouraged to take with them their own packed lunch or tiffin on day outings, and their own rations on week end camps.

11. In addition to the above scheme of instruction for the Junior and the Senior Grades, the following scheme of Proficiency Badges is also recommended as it would make the pupils take interest of themselves and acquire knowledge on their own.

12. The scheme of Proficiency Badges for the Junior and Senior Grades is given below. It is understood that the Junior Proficiency Badges are avialable only for the Junior Grade pupils (of Forms I and II), and the Senior Grade pupils (of Forms III and IV).

The Advanced Grade, which consists of Forms V and VI, have only Proficiency Badges, and no class instruction within the syllabus. The Badge scheme available for them is also set forth below.

13. Proficiency Badges are to be looked upon as self assignments, and while the initiative of the pupil is essential it is necessary for the teacher to extend encouragement and to provide the necessary facility.

PROFICIENCY BADGE -Junior Grade.

a. Swimmer: Must be able to swim 15 yards.

b. Athlete: Must be able to show how to sit correctly and the proper method of walking and running and should have practiced regular bodily exercises for a period of six months and must come up to standard in certain sports events (details to be fixed in consultation with Physical Education Dept.)

c. Carpenter: Must be able to use a hammer for driving a nail correctly, use the screw driver for driving screws, cut with the help of a saw breadthwise a plank of half an inch thickness and four inches in width, and be able to make a dealwood packing case of the size 9" by 9" with top and bottom.

d. Folk Dancer: Must have taken part in ordinary folk dances and should know at least six different kinds of folk dances including kummi, kolattam etc.

e. Cyclist: Be able to ride a cycle, clean and oil it.

f. Pioneer: Must be able to tie the following knots correctly and also explain their uses, Reef knot, Sheet bend, Clove hitch, Sheep shank, Fishermans knot, Bowline, Middlemans knot, Manharness knot; must be able to make flagstaff with three staves, using the parallel lashing and guy ropes; and must know how to construct an improvised tent with staves and bed-sheets or the like.

g. Rescuer: Must be able to swim 50 yards and be able to undress while swimming; should be able to rescue a tired swimmer; should be able to demonstrate the Schafer method of artificial respiration; should be able to throw a life line within one yard of an object floating 10 yards away.

h. Sick-nurse: Should know and be able to demonstrate one how to prepare and ventilate a sick room; how to give medicine and to take the temperature of a sick person, and maintain a temperature chart; how to apply fomentations and preparation of poultices; how to make the bed for sick persons; how to keep the sick room neat and tidy.

i. Craftsman (Craftswoman): Must be able to make an article by any one of the following methods - carpentry, moulding, needlework, fretwork, knitting, basketmaking; and must be able to teach the same to another.

j. Nature lover: Must be able to identify the common birds of the locality; and be habitually observing their habits and ways; must maintain a collection of bird feathers and be able to identify them; must know the principal fruit bearing trees of the locality, and be able to identify them from far and near; must be able to recognise animals domestic and whild by their cries and make inferences as regards their plight; must maintain a collection of dry specimens of leaves and flowers; and should be able to identify three medicinal herbs, and know their use as such.

Note: It is not intended that every pupil should try all the Proficiency Badges. Pupils should choose according to their tests and inclination. The Teacher should be able to help the pupil.

Suitable badges should be devised and these should be issued to pupils who qualify for them.

The tests for these badges should be very strict. The School authorities should appoint the necessary Examiners. It is desirable that independent Examiners are appointed.

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PROFICIENCY BADGE - Senior Grade:

a. Swimmer:- Must be able to swim on the breast and the back for an aggregate of 50 yards and be able to undress under water while floating; and be able to drive from a height not less than 5 feet and pick up small objects from the bottom.

b. Athlete:- Must be able to demonstrate correct method of sitting, standing, walking and starting in a race; must bear evidence of proper training and of taking regular bodily exercise; pass two tests to be prescribed in consultation with the Department of Physical Education and must have taken part in school athletics.

c. Carpenter:- Must be able to drive in nails and screws correctly; make a packing case using half inch plank and nails 1½ inch long; divide lengthways with a saw an ordinary plank two feet long with the cut deviating not more than 1/16th of an inch; sharpen a chisel and a plane iron; make a tenon and mortics joint and dovetail two pieces of wood together. He should also produce a simple article of furniture like a stool.

d. Folk-dancer: Must have taken part in and know 12 different types of Folk Dancing; must know the folk-stories or folk-lore connected with such dances and be able to teach any of the folk dances he knows.

e. Cyclist:- (Senior) be able to ride a cycle and keep it in good running order, Mount and dismount by either pedal. Mend a puncture, remove and replace a brake and wheel and adjust any part of a cycle.

f. Pioneer:- Should be able to tie and explain the use of the reef-knot sheet bend, clove hitch, timber hitch, sheep shank, fishermans know, double sheet bend, draw hitch or highwaymans hitch, and chair knot; should know how to use the following lashings namely, sheer lashing, figure of eight lashing, square lashing, parallel lashing, diagonal lashing, build a triangular trestle and a square trestle with staves or poles not less than five feet in length, construct a simple shelter or a hut suitable for a party of four using natural materials; and should have taken part in the construction of a simple bridge, with a span not less than 10 feet in width.

g. Rescuer:- Must know and be able to demonstrate methods of rescue and release from the clutch of a drowning man, and be able to rescue and carry him over a distance of 10 yards; must be bale to swim 50 yards and dive to a deptch of 10 feet and bring up small objects thrown to the bottom; must be able to undress while swimming; demonstrate the Schafer method of artificial respiration and bringing about warmth and circulation; and be able to throw alife line to within a yard of an object floating 15 yards away.

h. Sick nurse: Show know and be able to demonstrate how to choose prepare and ventilate a sick room; how to wash, give medicine to, a patient ~~and~~ take his temperature, and maintain a temperature chart; how to prepare invalid food, prepare pultices and apply fomentations; how to make bed for a sick person and to change the sheets how to help a sick person, to bear the tediousness of being in bed.

i. Craftsman: (Craftswoman).Must know any three of the following namely, Carpentry, joinery, needle work, knitting, basket-

basket-making, lether work, and be able to make a useful article in each of the three selected.

j. Nature Lover:- Must have made an earnest study of birds, by watching them for a period of at least six months, and be able to identify eight varieties of birds of the locality and know their habitats and habits and cries; must have made a careful.observation of plants and trees of the locality and be able to recognise them from far and near; must have observed animals, domestic as well as non-domestic and know something about their habitats and habits; must have made a careful study of medicinal plants and know their uses; and be able to point out and identify the Pole Star, the Southern Cross, and three constallations on the Zodiac.

Note:--

1. It is not intended that every pupil should try all the Proficiency Badges. Pupils should choose according to their taste and inclination. The Teacher should be able to help the pupil.

2. Suitable badges should be devised and these should be issued to the pupils who qualify for them.

3. The tests for these badges should be very strict. The School authorities should appoint the necessary Examiners. It is desirable that independent Examiners are appointed.

PROFICIENCY BADGES - Advanced Grade.

This scheme is only for Forms V and VI.

The Proficiency Badges for this grade are of the following Four Classes:-

1. Bee Farming - Poultry farming; Farming;
Gardening; - Dairyman; Naturalist.
II. Fireman; Entertainer; Friend to animals;
Friendship or World Friendship;
Interpreter; Pathfinder.
III. Swimmer; Rescuer; Handicraft; Healthyman;
Public Healthman, Hiker; Fireman.

IV. Home Nursing; Child Nursing.

A special badge will be issued to a pupil who has qualified for at least one badge from each of the four Groups.

Similarly another badge may be awarded to one who wins ~~won~~ a badge from two of the Groups.

The tests will be based on the provisions given for the Proficiency Badges of any of the Scout Associations which the pupil may select for the purpose.

It will be noted that the grouping of the four classes is based on valuable considerations. Group I gives a taste for agriculture; Group II centres round the idea of service; Group III makes for individual efficiency; and Group IV makes the pupil take interest in needs of the home.

14. No special time has been provided in the School syllabus for the training intended for Forms V and VI, and the scheme suggested is only Proficiency Badges. All the same the Teacher has to help the pupil with the necessary guidance.

15. The Scheme suggested for the Forms I to IV is partly work done under the Time Table of the School and work done by the pupil by individual ~~initiative~~. initiative
The Teachers have to help the pupils during the hours set apart for such scouting activities as are suggested, and also for the individual Proficiency Badge work which the pupils take upon himself.

16. The Teacher with the ordinary training will not be able to cope up with the work that this scheme implies. Special facilities will have to be given to them to pick up the necessary knowledge. The Department of Education should provide such training by securing the co-operation of the Scout Associations and the Junior Red Cross Society.
Training for future Teachers may be given during their period of Teachers' Training; and the training for the Teachers who are already in service may be given in Groups, such Training being of an intensive nature on the basis of Refresher Training Camps. Permanent Training Centres for this purpose may be organised on a regional basis.

In conclusion, the Committee feels that the scheme that has been evolved above is the nearest approach that could be made in the matter, and that the adoption of it will bring about a refreshing outlook in the minds of the pupils, and they will in a pleasant way be giving themselves training in citizenship. The scheme will in reality tend to build up a healthy type of citizens, and it will prove to be a service to our Motherland.

If the scheme is approved by the Government, then it will be necessary to appoint a small committee to prepare a Hand-book for teachers giving details of the programme and suggestions for working them.

Arrangements for training teachers for this work should be made as early as possible. The following suggestions are made for consideration:--

(a) At convenient centres, perhaps one or more in each district, training camps should be organised during the summer holidays. Teachers should be deputed from every high school and middle school at the rate of one teacher for every 20 in the school. The expenses for each teacher should be met by the school and this should be recognised by the government for teaching grant. The camp should be for one week (7 days) for each party.

(b) The teachers trained in these camps should give training for the teachers in their own schools.

Postscript:-

The scheme that has been given here covers many of the important elements of what is called the "Scout Scheme" , but not all. The properly constituted Scout Troop, Cub Pack or Flock, or Girl Guide company, means very much more than the subjects that the boy or the girl is enabled to learn. The beneficient and understanding leadership by the scouter, the flock leader or the Captain, and individual contact with the boy or the girl and the influence of the Law and the Promise, with activities on a voluntary basis are some of the advantages and features that make scouting a unique institution. But the scheme given here is calculated to give the boy and the girl a taste of the right kind for things that matter, and this scheme if pursued enthusiastically will certainly help to produce better citizens. It is hoped that this training will pave the way and lay the foundation for scouting in schools Scout groups, which will provide further training for citizenship of the right type. It is in this spirit and hope that the Committee has made the above recommendations.

MEMBERS OF THE COMMITTEE:

Mr. K. Kuruvila Jacob (Convener)
" D. S. Mathias
" Muhammad Nooruddin
Sri T. V. Nilakantan
" Ratnasabapathy
" Govind Swaminathan
" K. Govindachary
" T. P. Santhanakrishna Naidu
Miss. E. Stokes
Srimathi Santha Lakshmi
" Gouri Sundaram

ANNEXURE NO. 3 .

ARTS AND CRAFTS.

All girls schools to have Domestic Science - 1 period per week.

Other crafts 2 or 3 periods each per week.

Syllabus as given under group B in the Madras Secondary School Leaving Certificates Scheme of 1929 are quite suitable for the following Arts and Crafts.-

(1) Drawing

(2) Manual Training.(For Boys)

Woodwork and Mechanical Drawing

Weaving

Woolen Carpet Weaving

Metal work - Sheet Metal work, Fitting, Forging and

Turning

Metal work - Aluminium work

Engraving on wood and metal

Book-Binding

Horticulture

Tailoring

Rattan work

The following arts and crafts could also be introduced in schools under this group:-

Basketry

Leather work

Painting

Spinning

Music (South Indian or North Indian)

The syllabus for Music will be as given below:-

There shall be two alternative courses, that is:--

(1) Carnatic (South Indian)Music)

and (2) Hindustani (North Indian) Music

Schools may teach either system of Music
The portion relating to the methods of teaching shall be common to both Carnatic and Hindustani Music.

(i) Carnatic (South Indian) Music.

1. Theory. - (1) Music as one of the fine arts; Indian Music essentially melodic in its character.

(2) Musical sounds and noise. Meaning of the terms ; pitch, intensity and timbre. Echoes.

(3) An elementary knowledge of the notation used in Carnatic Music.

(4) The sapta talas: Atita, anagata and sama eduppus.

(5) Lakshana of the following 16 ragas: Todi, Mayamalavagaula, Bhairavi, Anandabhairavi, Kambojoi, Kamas, Mohana, Sankarabarans, Bilahari, Kalyani, Dhanyasi, Saveri, Mukhari, Kedaragaula, Nilambari, and Pantuvarali.

(6) The constituent parts of a musical composition. Folk Music and its characteristics.

(7) Classification of musical instruments into stringed, wind and percussion groups.

(8) Prominent composers from the time of Purandara Das and their contribution to Carnatic Music.

2. Practice:- Bairavi Ata Tala varna. Sixteen songs in the ragas prescribed under theory-one in each ragas. Six each of Kummi, Kolattam and action songs. Twelve songs, representative of the following types:-

Tevaram, Tiruvachakam, Tirupugazh, Divyanama- Kirtanams, Ballads and national songs. Musical dialogues. A few folk songs of local interest.

The pieces learnt shall be representative of the following talas:- Adi, Rupaka, Chapu, Jhampa and Ata.

(ii) Hindustani (North Indian) Music.

1. Theory:--(a) Music as one of the fine arts; Indian Music essentially melodic in its character.

(b) Musical sound and noise. Meaning of the terms; pitch, intensity and timbre. Echoes.

(c) An elementary knowledge of the notation used in Hindustani Music.

(d) The tala system of Hindustani music and the constituent angas (parts) of the more important talas.

(e) An elementary knowledge of the lakshanas of the following 16 ragas:--

1. asavari
2. Behag
3. Bhimpalasi
4. Bhupali
5. Bhairava
6. Desh
7. Khamaj
8. Kafi
9. Jhinjhoti
10. Malkos
11. Peelu
12. Tilak-Kamod
13. Bilaval
14. Paraj
15. Yaman
16. Bibas

(f) The constituent parts of a musical composition. Folk music and its characteristics.

(g) Classifications of the musical instruments into stringed, wind and percussion groups.

A general knowledge of the structure and use of the following instruments:-

Tambura, Sitar, Tavoos, Dilruba, Sarangi, Tabla.

(h) Prominent composers from the time of Tan Sem and their contribution in Hindustani music.

2. Practice:-Sixteen songs in the ragas prescribed under theory one in each raga. Ten action songs. A few ballads, national songs and folk songs.

ANNEXURE NO. 4 .

OUTLINE OF A SYLLABUS FOR PHYSICAL EDUCATION IN SECONDARY SCHOOLS FOR BOYS.

The teaching, organisation and conduct of activities of a programme of physical education in secondary schools will necessarily depend upon the syllabus prescribed for each form of a secondary school. The age and growth differences from form to form should be the basis for the physical activities prescribed for one form as against another form. The physical education syllabus should be progressive and therefore the activities of the same group, for example, marching, will vary from each of the form of the secondary school beginning with the simpler types of marching in the first form to more advanced marching tactics and manouvres in sixth form. The result should be that every student who completes the high school should be more or less perfect in these activities by the time he leaves school.

Secondly, a syllabus has to be based on the needs and interests of each age group. Thus, for example, while the heavy body building exercises of the indigenous type like the advanced dandals and baskies may be suitable for the advanced students of fourth form to sixth form, they will have to be carefully selected for instruction to boys below that age. TheYoga Asanas are another group of activities which have to be considered on the basis of this principle. So also are the folk dances and such rhythmic activities.

Thirdly, the aim of the syllabus should be that by the time the boy finishes six years of physical education work in a secondary school, he should show progress in terms of his own body development and physical fitness and should also be in the possession of sound knowledge of activities which he has learnt and mastered during the previous six years to be able to use them intelligently for his own health and physical welfare throughout life later.

Fourthly, the activities of the syllabus should be of such a nature that while helping the student to develop as an individual, yet he must not be made to forget his place in a team, group or community, so as to be a useful member of that team, group or community; in other words, team and group and community activities have a definite place in the syllabus.

Lastly, the whole group of activities of the syllabus should be educational and based on scientific principles, since physical education is one aspect of education and since through physical education, not only the body but the mind and morals (individual and social) have to be developed to enable the individual to take his or her place in society as a cultured and fully developed efficient citizen.

With the above principles in view, the following activities are recommended for inclusion in a syllabus of physical activities for secondary schools:--

A. Activities which should be required and made compulsory for every form of the secondary school stage:-

(1) Marching activities

(2) All round general body building exercises of the free-- arm type.

(3) Indigenous exercises, such as dandals, baskies and Suryanamaskars.

(4) Selected Yoga Asanas, so arranged as to be taught like exercises.

(5) Group games both competitive and non-competitive.

(6) Fundamental skills of athletics (track and field) and of major games like foot-ball, hockey, cricket, chedugudu, Kho-Kho, atya patya, basket ball, badminton and so on, as well as lead up games.

(7) Rhythmic activities, such as, exercises set to music, selected folk dances, gymnastic dances, athletic dances, etc.

(8) Stunts like tumbling, pyramid building, etc., and

(9) Individual efficiency tests.

B. Activities which should be part of the required programme but used occasionally as time and facilities permit.-

(1) Outing activities of the hyking, camping and trekking type semi-military training. When Junior Cadet Corps is established in schools, the semi-military training activities will have to be co-ordinated with the cadet corps activities.

(2) Mass activities based on the instruction and learning of such activities to perfection by individuals and small groups, the selection of activities depending on the facilities available in the schools, i.e., marching, drills of various kinds, such as, pole drill, wand drill, dumb-bell drill, Indian club drill, flag drill and so on.

C. Optional activities from which selection could be made for the various forms of secondary school stage:--

(1) Competitive and defensive activities like wrestling, boxing, single-stick (lathi), double sticks, sword play, and so on. Of these, wrestling and boxing should receive special attention.

(2) Heavy indigenous exercises, i.e., dandals and baskies of the advanced type, exercises with heavy Indian clubs or Mugdals, exercises on the malkamb, etc.

(3) Gymnastics, that is, exercises, on gymnastic apparatus like parallel bars, horizontal bars, rings, Trapez, horse, buck, spring board, etc.

(4) Aquatic activities, like swimming, diving, life-saving, etc., and other water activities of the advanced type including boating, canoeing, etc.

The above outline is a suggestive one on the basis of which the full syllabus has to be prepared, the groups of activities being elaborated and specific selection suited to the several forms of the secondary school stage, made carefully. This requires very careful study and discussion and the preparation of the detailed syllabus will therefore take time. Every effort will be made to bring it out as early as possible. ~~The~~

The time requirements for physical education for all forms in secondary schools should be one period per day per form. These five periods can be divided between instruction periods for instruction in the several activities of the syllabus and periods for participation. The syllabus Revision Committee are agreed that all these five periods should form part of the school time-table. If this is absolutely impossible at present, the Committee recommends that in the middle school that is Forms I to III, there should be at least, three periods within the time-table for instruction work, while in the higher forms, that is, Forms IV to VI two instruction periods per week may suffice. Not more than onesection of a form should report for instruction during a period. The participation period will have then to be provided after school hours, nevertheless, as an integral part of the time-table.

The employment of physical training instructors in schools in the ratio of 1 instructor for every 250 students has been laid down by the Director of Public Instruction in proceedings R.C.No.1532-G4-46, dated 13-4-47 (vide copy enclosed) and the Committee urges the implementation of these directions with the least possible delay.

As regards playgrounds, the Committee considers the present requirement of three acres for middle schools and of five acres for high schools to be inadequate, and recommends that playground space should be in relation to the enrolment in schools.

The Committee also wishes to emphasize the necessity for the co-ordination of physical education with health education in its several aspects of health knowledge, health practice, and health supervision.

Proceedings of the Director of Public Instruction, Madras.
Roc.No.1532-G4/46, dated 13-4-1947.

Sub: Physical education in Secondary Schools - number of physical Training Instructors for each schools - clarification - Orders issued.

Ref: Roc.No.894-G/46 dated 26-7-1946 of the Director of Public Instruction, Madras.

In para 4 of the Proceedings of the Director of Public Instruction referred to above, attention was invited to the need for appointing one Physical Director in the bigger schools and to fixing the ratio of Physical Education Teachers to pupils at one for every 250 pupils.

2. The question has been raised whether the additional physical education teachers should be appointed only when the streng reaches 500 or 750 and so on, or as soon as the strength exceeds 250 or 500 or 750. In the case of complete secondary schools, th additional physical education teachers should be ordinarily appoi when the strength exceeds 250 or 500 or 750 by 150; thus when the strength reaches 400 or 650 or 900, the school should have 2, 3 and 4 physical education teachers respectively. Schools which have what may be reasonably held adequate playground facil ties may appoint the additional teachers even when the strength 350, 600 and 850 respectively.

3. Complete secondary schools eligible to employ 3 or more physical education teachers should also invariably include one Physical Director with graduate qualifications, the assistants being preferably higher grade physical education certificate holders, subject to the condition that Physical Directors shall not ordinarily be employed in schools with less than 750 pupils. These physical directors shall in addition to their usual work are responsible to the Headmaster for the organisation, control and co-ordination of the Physical Education work of the school.

4. Middle and incomplete High Schools are not expected to employ Physical Directors. Physical Education Teachers with the Higher Grade Certificate in Physical Education or with equivalent qualifications should be able to organise, control and co-ordinate physical education work in incomplete secondary schools. The ratio of physical education teachers to pupils, however, should be as in the case of complete secondary schools. While Lower Grade men and women are sufficient for incomplete secondary schools the managements should endeavour to appoint higher grade teachers wherever possible.

5. In the matter of employing additional physical education teachers or Physical Directors, the managements are invited to consult the Regional Inspectors of Physical Education who will certify as to the necessity of employing the proposed additional staff. The Regional Inspectors of Physical Education will be required to go fully into the available facilities such as playground, equipment and other requirements while approving the proposals for additional staff. The correspondence should be carried on through the District Educational Officers concerned.

6. With reference to para 4 of the Proceedings of the Director referred to above, attention of the Presidentsof District Boards and Executive Officers of the Municipalities is invited to the last sub-para of para 1 of the G.O.No.653, Education, dated 17th February 1936 and the Director hopes that in the appointment of Physical Directors in Secondary Schools, preference should be given to B.A.,L.Ts.

C.D.S.CHETTY,
for Director of Public Instruction.

C.F. 32 (a).

37/ 081

~~A~~ A&W

EDUCATION Department

From (Name) Dr.S.R.U. Savoor, M.A., D.Sc., I.E.S.,
Designation Director of Public Instruction,
Station Madras.

Received Registered 39

To

The Secretary to Government,
Education and Public Health
Department, Madras.

Enclosures:

R.C.No. 145 C/47, dated ~~xxxx~~ 30th October 1947.

Sir,

Sub:- Provincial Advisory Board of Education - Minutes of the meeting held on 14-10-1947.

ASST. SECRETARY TO GOVERNMENT
8605
31 OCT 1947
EDUCATION AND PUBLIC HEALTH DEPT.

I have the honour to submit herewith a copy of the detailed minutes of the meeting of the Board held on 14-10-1947 for information of Government.

for Director of Public Instruction

m.k.30/10.

EPH(B1)

Submitted for persual.

31/10/47

31/10/47

Action on the proposals re: Ele. Edn. (Setting up of Taluk Committees) & Secondary Edn. & Reorganisation) are being taken up [illegible]

1/11/47

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proceedings, of 2 third. May now be taken up.

W/ 8/11/47

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PROCEEDINGS OF THE THIRD MEETING OF THE PROVINCIAL ADVISO BOARD OF EDUCATION, MADRAS.

The third meeting of the Provincial Advisory Boards of Education was held in the University Buildings, Chepau Madras on Tuesday the 14th October 1947 at 2 P.M. The following members were present:-

1. The Hon'ble Sri T.S.Avinashilingam Chettiar - CHAIRMAN
2. The Director of Public Instruction, Madras.
3. The Vice-Chancellor, University of Madras.
4. The Vice-Chancellor, Annamalai University.
5. The Vice-Chancellor, Andhra University (represented by Dr.V.S.Krishna, Principal, Andhra University College).
6. Sri V.R.Ranganatha Mudaliar.
7. Rev. A.J.Boyd.
8. Rev. Fr. De Souza.
9. Dr.B.V.Narayanaswamy Naidu.
10. Dr.J.J.Rudra.
11. Dr.Kutumbiah.
12. Mr.Basheer Ahmed Sayeed.
13. Prof. S.K.Yegnanarayana Iyer.
14. Sri M.Satyanarayana.
15. Mr.Sargunam.
16. Prof. B.Sanjiva Rao.
17. Sri C.Subramaniam.
18. Mrs.A.Ramasubrahmaniam.
19. Sri T.P.Meenakshisundaram Pillai.
20. Sri A.Rama Iyer.
21. Mrs.Amina Hashim.
22. Mrs.M.Lakshmi.
23. Sri D.S.Reddi (Secretary).

Sri S.Govindarajulu Naidu, Sri K.Kuruvilla Jacob and Sri M.S.Sabesan attended the meeting by special invitation. Dr.G.F.Andrews, Sri P.M.Joseph and Miss C.R.Ranganayaki were ~~co-opted~~ newly admitted as members of the Board under orders

nt and they also attended the meeti

In opening the Proceedings the Hon'ble Minister for Education made a speech and stressed the necessity for re-organising the education with a view to plan for the future.

The first item on the Agenda was then taken up for consideration, viz., the recommendations of the Board of Secondary Education for the re-organization of Secondary Education.

It was decided to frame certain major issues for discussion:

1. Bifurcated courses of study.

Dr.A.L.Mudaliar said that he accepted the main recommendations of the Board. He stressed the importance of trade schools. The idea of starting Polytechnics as well as higher technical institutes was good. There should be co-ordination between the education, industries and Agricultural Departments. To this end, he suggested the constitution of two committees - one at the Ministerial level and the other at departmental heads level. He agreed with the Committee that there was no necessity for optional subjects in Forms V and VI and he did not apprehend any difficulties from the University in this regard.

Mr.M.Ruthnaswami was of the opinion that it was not desirable to combine technical courses in the ordinary High School with the academic courses of study. Technical instruction should be taught in specific technical or trade schools. The High School course should be so arranged as to give a general education for all walks of life. Manual training or craft work could be taught in the general schools for giving training to the hand and the eye and as a means of general education.

Dr.Rudra said that trade schools and technical schools should be separate from the general schools. Provision for the study of humanities must be made in the technical schools also.

Fr.De Souza said that the essential difference between the trade school and the technical section of the High School should be made clear.

This point was clarified by Sri S.Govindarajulu Naidu.

Sri Rama Iyer wanted to know whether the pupils in the

technical schools would be given workshop practice.

41

Sri Satyanarayana said that he did not agree with the recommendations of the Board. The people in the rural areas should be afforded proper facilities for their education.

Sri C.Subramaniam stated that Government must first decide what their industrial policy was going to be as the kind of education to be imparted would depend on the policy of the Government.

Sri Sargunam wanted to know which of these courses would the teachers take and suggested that a three years' course might be introduced as a bifurcated course.

The Hon'ble Minister then clarified certain points raised by the members. He agreed that education should be craft-centred. Craft and other activities introduced in the school should be the basis round which the syllabus should be built. A school should become also a social centre.

CONCLUSIONS:

1. The classification of schools proposed by the Committee was accepted.
2. The suggestion to abolish optionals in high schools was accepted.
3. Craft to be introduced in all Secondary Schools.

2. Introduction of citizenship training and activities such as Scouting and excursion as part of the school curricula.

Accepted.

(To a query by the Vice-Chancellor of the Annamalai University, the Hon'ble Minister replied that Scouting was not to be abolished and that the essential elements in Scouting were to be included in citizenship training.)

3. The position of the various languages.

Sri Yegnanarayana Ayyar pointed out the general effect of the recommendation of the Board was that the position of Sanskrit had been weakened considerably. Opportunities should be given to pupils to pick it up sufficiently early. The Patasala type of learning encouraged narrow-mindedness and hence it was very essential that it should be taught as part of the school course. He, therefore, suggested that more hours should be allotted for a study of Sanskrit for those who wanted to take it and it must be made an examination subject.

Mrs.Ramasubramaniam supported Mr.Yegnanarayana Ayyar's plea.

Sri Subramaniam suggested that Hindi should be taught from Forms I to III as it was the national language. English might be an optional subject ~~[illegible]~~ for those who wanted to go in for higher studies.

Mrs.Amina Hashim wanted that Hindi should be introduced from Class II to I Form and English from Form I.

Sri T.P.Minakshisundaram Pillai wanted that provision should be made for the study of the regional language in the case of those for whom it was not the mother-tongue. English should be taught compulsorily and Hindi and Sanskrit might be optionals from I Form.

Sri Rama Ayyar was of the view that English should be taught compulsorily in the middle school as English language alone now contains proper reading matter. With proper teaching methods, a much higher standard can be attained in English in Forms I to VI. Hindi (or Sanskrit as an alternative) should be compulsory from Form II.

Mr.Basheer Ahmed Sayeed: The mother-tongue should be distinguished from the regional language and provision for the study of the mother-tongue should be made for those sections of the population for whom it was not the regional language. The regional language, in such cases, should be taught compulsorily from the II Form and English or Hindi should be taught as an optional subject from III Form.

Dr.Rudra was definitely of the opinion that instruction should be only in the regional language. English should be compulsory from Form I. Hindi was not at all necessary.

For this purpose, the regional language was to be ivided into parts, a compulsory and an optional part.

The Hon'ble Minister said that it was not possible to obtain unanimity in a matter of this kind, owing to the eep sentiment attached to the languages. There was no ference of opinion on the question of making the regional guage the medium of instruction. The real difficulty was out the place to be given to Hindi, Sanskrit and English. garding English, it would be possible to achieve the same tandard by better teaching methods from Forms II to VI. indi should be taught to all from Forms I to III and Hindi or Sanskrit as an optional from Form IV.

The Board agreed by a majority that English should be taught ~~compulsorily~~ from Form II to Form VI, and provision made to learn indi ~~from~~ for all from Forms I to III and Hindi or Sanskrit e optional from Form IV ~~onwards~~. to VI

4. The abolition of optionals in the higher classes and the scheme of bifurcation of studies.

Accepted.

5. The reorganization of Physical Education and the introduction of Military Training in high schools and colleges.

The Physical Education Committee was requested to submit rther detailed report.

6. Women's education to be different from men's education.

Accepted.

7. The matter of abolishing examination as it obtains to-day and to re-organise it as suggested in the notes submitted.

e suggestion of Mr.Kuruvilla Jacob that the report might rst be considered by the Board of Secondary Education and then rught forward before the Provincial Advisory Board was accepted.

8 Moral and Religious Instruction.

ormal instruction to be avoided, without prejudice to the ng provision under a conscience clause. The Daily Assembly utd's silence was cited as an example of informal instruction.

Prof.Sanjeeva Rao suggested that Hindi or Sanskrit might be optional.

Mrs.Ramasubramaniam: Hindi should be taught compulsorily from the I Form to III Form. English should be taught from Form IV and Sanskrit as an optional from I For

Mr.Sargunam: Hindi might be compulsory in Forms I III. English and classical languages might be taught as optional languages from Form II or III.

Mrs.Amina Hashim suggested that for the benefit of children of Government servants who were liable to transfe the medium in one section of the school should be in Engli

Sri M.Satyanarayana said that the mother tongue shd be the medium of instruction in the elementary stage. T languages should be taught from the I Form - Regional lan as medium of instruction, compulsory and Hindi, compulsor From the IV Form, English or other classical or other languages might be optionals.

Sir A.L.Mudaliar said that a certain amount of sentiment could not be divorced from the question of languages. The immediate adoption of regional languag media of instruction would create difficulties. He, t fore, suggested that the mother tongue might be the me of instruction in the case of those for whom it was n regional language, during the transitional period. should be taught compulsorily from Form I. Hind was go to be the State Language for the Indian Dominion nd oppo tunities should be given for pupils to learn it It was not, however, necessary to make it compulsory ; this st State recognition of a language was the best incentive f making people learn it. A place should be fund fo th classical languages also. His suggestion was -

English and the Regional language as compulsory suject from Form I.

Hindi or the classical language from Form II t m V

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43

Item No.(ii) on the Agenda:

The report of the Sub-Committee appointed by the Board on the creation of an ad-hoc committee for Elementary Education:

The Board accepted Mr.Sargunam's suggestion that the elective element should be strengthened; with this modification the report was accepted.

Item No.(iii) on the Agenda:

Purchase of reference books for the Board.

The proposal was dropped. No separate library was considered necessary. The question of sanction of a grant to the University would be considered, if the University purchases the books for reference.

Item No.(iv) on the Agenda:

Appointment of Sub-Committees to consider various aspects of Education.

The Board accepted the proposal to constitute sub-committees for the following:

1. Secondary.
2. Collegiate.
3. Physical Education.
4. Adult Education.

The members would be nominated by the Government.

The recommendations of the sub-committees thus formed should be circulated among the members of the Board.

Item No.(v) on the Agenda:

~~Separate discussion of the~~
The report of the Sub-Committee appointed by the Board to review the answers received to the Questionnaire.

Separate discussion of the report was not considered necessary.

In conclusion the Hon'ble Minister thanked the members for the valuable suggestions made by them.

Secy.

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Edn. & PH (B1) Dept.

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Reorganisation of Secondary Education

Memo. no. 8439 B1/47 - 1 Edn. dt. 27/10/47.

The Director of Public Instruction is requested to submit very urgently the recommendations of the Board of Secondary Education ~~and the Provincial Advisory Board of Education~~ in respect of reorganisation of Secondary Education together with his remarks, ~~as the Government consider that the recommendations should be examined at once~~.

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28/10

23/x/47

KK.

Depo
30/10

To
the D.P.I.

20/10/47

20/10/47

2.3.x.47

R.C.No.2737-E/47

Office of the
Director of Public Instruction,
Madras, Dated 5-11-47.

From

DR.S.R.U.SAVOOR, M.A., D.Sc., I.E.S.,
Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

ASST. SECRETARY TO GOVERNMENT
7 - NOV 1947
EDUCATION AND PUBLIC HEALTH DEPT.

Sir,

Sub: Reorganisation of Secondary Education.

Ref: Edn and Public Health memo.No.84391-B.1/47-1 Edn dated 17-10-47

88443

I have the honour to submit herewith a copy of the recommendations of the Board of Secondary Education in respect of reorganisation of Secondary Education together with my remarks.

M Abdul Haq
for Director of Public Instruction.

RVR 5/11/-

REMARKS ON THE CONCLUSIONS OF THE PROVINCIAL ADVISORY BOARD FOR EDUCATION ARRIVED AT AT THE MEETING HELD ON 14.10.1947 ON THE RECOMMENDATIONS OF THE SECONDARY EDUCATION BOARD REGARDING THE REORGANIZATION OF SECONDARY EDUCATION: --

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1. Bifurcated courses of study: (Reorganisation)

(a) Proposed classification of institutions: --

The Secondary Education Board recommended and the Provincial Education Board concurred that there may be three types of schools after the third form stage viz., (1) Trade schools, preparing the pupils exclusively for a trade at the end of a three years' course; (2) Technical High schools, preparing the pupils (a) for a technical career, through subsequent course at a polytechnic or (b) for a secretarial or commercial career, or (c) for domestic or aesthetic purpuits in life, and (3) Academical high schools preparing the pupils for entrance to a course at the University.

Remarks: (1). In all these recommendations it is assumed that that there will be an examination at the end of the High school course, technical as well as academical and that, except in the case of 2(a) Technical high schools leading to a Polytechnic course, this examination will be accepted by the Universities in the Province as a qualifying examination for entrance to the corresponding university courses and by the Madras Public Service Commission. In the case of 2(b) Technical High school course, ~~Government Memorandum No.~~ ~~communicating a copy of the letter of the Vice-Chancellor of the Madras University, as well as~~ the remarks of the Vice-Chancellor at the Provincial Education Board meeting, indicate the need for provision being made for the entrance of the Technical High school pupils into the University after a special examination or after passing the Matriculation. This need was conceded by the Provincial Education Board at its meeting. Hence the approval of the recommendations by Government requires the prior agreement of the three universities in the province and the Madras Public Service Commission. The latter is separately under correspondence with Government. It is therefore recommended that the universities be addressed by Government in

49

matter and that the Government be pleased to pass orders on the recommendation taking into account the agreement of the universities. Whatever further information is required by the universities in respect of the recommendations will be supplied direct by this office.

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(2) The acceptance of the classification by Government would require (i) the starting of Trade schools, (ii) the provision of the various forms of technical high school courses after deciding whether they will be located in existing high schools or in new high schools to be opened for the purpose; (iii) the drafting of syllabuses for the various courses for the Technical as well as academical courses and (iv) a decision, based on the time of completion of the work on the syllabuses and of their final approval, on the date of introduction of the new courses. According to ~~G.O.~~ E.P.H. Memo. 46849 B1/46-16 Edn. dated 14.7.47 Government is explicitly and immediately committed to the introduction of the technical high school courses in 50 schools during 1948-49. The schools and the subjects have been selected and financial provision has already been made for this purpose in ~~G.O. No.~~ Part II Scheme for 1948-49 in the Director's letter Rc.No. 7987-B4/46 dated 29.9.47 and other Govt. orders on the subject. But these steps were taken for providing a technical course in the form of 'Optional' subjects. It will be seen that this classification now recommended has no reference to 'optional' subjects but is a classification of the schools themselves according to different objectives. It is therefore for the consideration of Government to decide whether the commitment still holds good in view of the fact that the syllabuses originally prepared will have to be recast to fit in with the new classification and may not be ready for introduction in 1948-49. If the recommendations on the classification of schools is approved, the commitment based on earlier and different premises will not hold good and the financial provision can be diverted to fulfil other recommendations dealth with later in this communication.

Part I

Alternatively the committee commitment may be modified to apply

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to the IV Form instead of V Form in 1948-49 in which case th Universities will have to be addressed immediately. The syllabuses are ready for approval and for introduction in the 50 selected schools. Orders may therefore be passed on which of the two alternatives steps may be taken by the Department. Steps may also meanwhile be taken on (1) the procedure to be followed for the starting of trade schools and (2) the location of Technical High schools.

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This matter may, on the Government's approval of the classification be referred back to the Secondary Education Board for its recommendations on the steps to be taken. Attention is invited in this connection to the remarks of the Vice Chancellor of the Madras University under items 1 of the Proceedings of the Provincial Advisory Board on the appointment of co-ordination committees. For coordination at departmental head level referred to in Vice Chancellor's remarks, is recommended that the Director of Industries be co-opted to the Secondary Education Board for the consideration of the subject when it is referred back to the Board for details.

For the drafting of the syllabuses for the Technical and academical courses considerable work has already been done by the Secondary Education Board and what now remains to be done is the revision of these syllabuses for a 3 years' course instead of 2 years for which they were drafted, if government approves the 3 years' course for both the technical and academical branches. A Special Officer has already been appointed for this purpose and the personnel of the several sub committees for the redrafting of the syllabuses was approved by the Hon'ble Minister at the interview on the 20th October 1947 which the D.D.F. and the Special Officer had with him. A list of such of these committees is enclosed. Government approval is sought for in a separate communication relating to the personnel of the Sub Committees. After the committees conclude their work, the syllabuses may have to be published in draft form in the usual manner before confirmation. Government have already

51

ed orders providing for the T.A. and D.A. of members.

(b) Abolition of Optionals: -- Both Secondary Education Board and the Provincial Advisory Board agreed to the abolition. The Vice Chancellor of the Madras University assured the Board on its meeting of the 14th October that there would be no difficulty from the University to agree to the abolition. It is therefore recommended that Govt. may address the Madras, Andhra and Annamalai Universities on this specific recommendation as a part of the proposed classification of institutionswhen the Universities are addressed on the latter subject as recommended earlier in this communication.

(c) Introduction of Crafts in all Secondary schools: The principle was agreed to by the Board and if Govt. approves, it is proposed to issue a direction to this effect to the several sub committees drafting the syllabuses. This proposal can be considered independently of the university, except for the final examination stage and while the universities may be addressed now, it can be immediately given effect to in I Form, after the syllabuses are prepared by the Special Officer and his sub committees and approved. The financial provision for the staff need be limited only to Government schools as schools under aided managements receive teaching grants based on their financial statements as a whole and local bodies receive lump sybsidies. The provision for equipment for all schools for the first year may be estimated as Rs.100/- per school for the 900 secondary schools or Rs.90,000/- The staff for the 71 Government secondary schools will cost Pay plus D.A. (45 plus 18 p.m.) x 12 x 71 schools or Rs.53,700 in round figures for 1948-49. Where a Craft Instructor is also a Secondary Grade Teacher, he can replace ~~the~~ one of the existing teachers. Assuming that this will be possible in 25% of the schools the financial provision to be made is Rs. 40,200/-

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2. Introduction of Citizenship training: -- This was agreed to the Provincial Advisory Board and a syllabus for Forms I to VI has already been prepared. This will be submitted for approval along with other syllabuses in the course of the usual procedure.

3. The position of the various languages: -- There was no unanimity of opinion in respect of the position of the various languages among the members of the Board. Differing from the Secondary Education Board which advocated the beginning of English in Form I and Hindustani in Form II with a classical or any other language as an alternative. The Provincial Advisory Board agreed by a majority: --

(a) That English should be taught compulsorily from Form II to VI (in modification of the Secondary Education Board's recommendation for Forms I to ~~XXX~~ VI);

(b) That provision should be made for the teaching of Hindustani in Forms I to III and

(c) The pupils may choose between Hindi or a foreign or classical language in Forms IV to VI in addition to the regional language.

It is recommended that the conclusions of the Provincial Advisory Board may be approved by Government subject to the acceptance of the three Universities. Sub Committees have been formed for the drafting of the syllabuses and approval of the complete personnel will include approval of the personnel of these committees also. If any further representations are received in the matter by Government and are referred for remarks a modification of the above recommendation may be found necessary.

4. Reorganization of Physical Education and the Introduction of Military training: --

Remarks and recommendations will be submitted separately as the committee on the latter proposal has only been recently formed.

5. Women's Education: -- The Provincial Board agreed to Home craft being made basic craft for girls' high schools. On this being approved by Government subject to the acceptance by the three Universities, necessary directions will be given to the syllabus Sub committee for the crafts.

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6. Reorganization of examinations: -- As the Provincial Board accepted the suggestion of Mr. Kuruvilla Jacob that the report might first be considered by the Board of Secondary Education and then brought forward before the Provincial Advisory Board, remarks and recommendations will therefore be offered at a later stage.

8. Moral and religious instruction: -- The Provincial Board agreed that formal instruction was to be avoided without prejudice to the existing provisions for religious instruction under a conscience clause, but expressed its appreciation of the value of the daily assembly. On receipt of orders of Government approving this principle, it is proposed to issue executive instructions in the matter.

II. Creation of Ad Hoc committee for Elementary Education:

This is being dealth with separately.

III. Purchase of reference books for the Board: -- As the proposal was dropped, no action is considered necessary.

IV. Appointment of standing committees to consider various aspects of Education:

The remarks and recommendations are submitted separately with a list of the members to be nominated.

V. Report on the questionnaire: -- Provincial Advisory Board did not consider a separate discussion necessary as action has already been taken so far as possible on the various aspects of the answers. No separate recommendation is therefore made on this item of the agenda.

for Director of Public Instruction.

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Secretary, E.& P.H.

Please see herewith a note from Sri S.R. Sen Gupta. This note is the opinion of Mr. Sen Gupta who is the Secretary of the Technical Education Board as well as Sir John Sargent, till lately Educational Adviser to the Govt. of India over our proposed reorganisation of secondary education. Their opinions may be considered along with the scheme.

TSA
11-12-47

H.M. Education.

ASST. SECRETARY TO GOVERNMENT
12 DEC 1947
EDUCATION AND PUBLIC HEALTH DEPT.

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Copy to the D.P.I.

SECRETARY, EDN. AND P. H. DEPT.
11 DEC 1947
GOVERNMENT OF MADRAS

No. D. 7565/47-E III (P).

Ministry of Education,
Government of India,

New Delhi, the 2nd. Dec., '47.

Dear Mr. Chettiar,

You may kindly recall the discussion you had with Sir John Sargent and myself on certain aspects of the proposed educational plan which the Government of Madras may implement in the near future. As we pointed out we were rather perturbed about one aspect of the plan i.e. the proposal to restrict the admission of the products of the Technical High Schools to Polytechnic institutions only. During my subsequent interview with you you had asked me to let you have a note on the subject, stating the reasons for our taking exception to this aspect of the scheme. This I now enclose for your use.

I sincerely apologise for the delay in furnishing this note but I have been extremely busy with numerous committee meetings on my return from Trivandrum and subsequently I had to go to Calcutta on tour from which I have returned only a few days ago.

May I take this opportunity of thanking you personally for your kindness and hospitality when we were at Madras.

Kind regards and Good Wishes,

Yours sincerely,

S.R. Sengupta
2/12/47.

The Hon'ble Mr. T.S. Avinashilingam Chettiar,
M.A., B.L.,

Education Minister,
Madras Province,
MADRAS.

MINISTRY OF EDUCATION.

The proposal to restrict the admission of the products of the Technical High Schools to the Polytechnic institutions only and not to allow them to go up to University institutions whether engineering, technology, science or arts etc., is likely to place the Technical High Schools on a status lower than the ordinary high and thus from its very inception jeopardize the success of this important type of school. I am of the opinion that by virtue of the scientific and technical training which a student will receive at the Technical High School he is likely to be better fitted to pursue not only further engineering and technological education but also ~~the~~ education in pure sciences. In fact, I have no hesitation in saying that a product of this type of institution is likely to become even a good lawyer or administrator owing to his appreciation of certain aspects of industrial enterprises . Admittedly the bulk of the product of this type of institutions would be taking technological occupation.

If these schools are to be properly set up they are bound to be more costly than ordinary schools and the running cost is also likely to be greater. If the merits claimed for the Technical High Schools in the previous paragraph are conceded, then it would surely be to the interest of the community to send the best type of pupil to the Technical High Schools and to allow the products therefrom to go to the University institutions and elsewhere for under-graduate and post-graduate education and research.

There is also the consideration that since the pupil will normally choose the kind of high school he will go to at the age of 11 plus (or even at the age of 14 plus), it will be too much to expect him to make an ultimate choice of his career at this age, it is only right that no obstacle~~s~~ should be placed to the pupil's chosing their future career at a more mature age, say after he has finished approximately high school education. The system, therefore, should be such that the product from the high schools whether ordinary or technical high should readily be able to proceed to higher education whether in arts, science or technology.

It is sincerely hoped that the Government of Madras will not take any step which might make the important experiment of Technical High Schools unpopular with the parents, which eventuality might very well happen if there is any restriction to products of Technical High +Schools going up for the highest type of education.

S.R. Sengupta
2/7/47

The Hon'ble Minister of Education,
Government of Madras,
MADRAS.

Special

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Secretary, E.& P.H. AS IV

There will be a meeting of the Sub Committee (Collegiate) of the Provincial Advisory Board of Education on the 7th instant at 3.15 P.M. to consider the following subjects:-

53 (1) Organisation of Social Service through students.

(2) Certain points in the proposed reorganisation of Secondary Education.

(3) To discuss the need to organise Oriental Colleges to suit the modern needs.

The file regarding the proposed reorganisation of Secondary Education may be put up.

Regarding item (3) the Venkataswamy Naidu Committee report on the Tiruvadi College may also be put up

TSA
6-1-48

H.M. Education.

~~Linked below~~
(C.M. [illegible] M/47).

C.M. 72965 M/47
circd to HM (Edn)
CM 5/1/48.

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8-1-48

84391 M/47

59 2/

E & PH (BI)

Please see the minutes of HM (Edn) on page 58 (1) ante. The file relating to the reorganisation of Secondary Edn. is linked below. and the file re: item 3 on p1 ante was circulated to HM (Edn) on 5/1/48. The file relating to item (1) on page 1 ante regarding organisation of social service is with the Principal Private Secy to Hon'ble Premier. A copy of the note prepared for the informal meeting of the cabinet of ministers is kept below. 2. This ~~file~~ may now be circulated to HM (Edn) with the linked file. Further action will be taken in the linked file after it is received back from HM (Edn).

(2)

Action will be taken in the L. f. on its receipt from HM (Edn).

6/1/48.

6-1-48

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HM (Edn)

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SECRETARY, EDN. AND P. H. DEPT.
8 JAN 1948
GOVERNMENT OF MADRAS

The matter of providing students going through the Technical High Schools in the University courses was considered at the Collegiate Sub-committee of the Prov. Adv. Bd of Education meeting held yesterday evening ~~and~~ The Vice-Chancellor will submit a note in this ~~direction~~ matter.

ISA
8-1-48

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10 / 08 / 54

C.F. 32 (*a*).

EDUCATION Department

From (Name) Dr. S.R.U. Savoor, M.A., D.Sc., I.E.S.,

Designation Director of Public Instruction

Station MADRAS

ASST. SECRETARY TO GOVT.
9 - JAN 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Received .... **Registered** ....

To

The Secretary to Government,
Education and Public Health Department,
MADRAS.

Enclosures:

R.C.**No.** 2737E/47 **dated** 8th January **194**8.

1804 G.O.

Sir,

SUB: Reorganisation of Secondary Education.
Ref: My letter R.C.No.2737 E/47 dated 5.11.47.

I have the honour to request the favour of early orders of Government approving the conclusions of the Provincial Advisory Board on the reccommendations of the Secondary Education Board regarding the reorganisation of Secondary Education.

2. Draft syllabuses are being received from the several sub-committes. Copies of these have to be got ready for the Secondary Education Board before these syllabuses are finalised. The Secondary Education Board itself will require copies for publication in the gazette to invite public comment. I therefore request you kindly to permit me to print these draft syllabuses at the Government Press and to supply me the number of copies required.

3. The printing of these draft syllabuses will not involve any extra cost to Government as the same will have to be published later in the

P.T.O.

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Gazette and reprints supplied after such modifications as the secondary Education Board may make, are embodied.

for DIRECTOR OF PUBLIC INSTRUCTION.

Ramu.8.1.48.

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pp 60-61 cf

SCHOOLS - Secondary - Reorganisation - Printing of syllabuses.

From the Director of Public Instruction, R.C.No.2737-E/47 dated the

5th January 1948.

MEMO NO. 84391 B1/47-4 Edn. Dr 12/1/48.

The Director of Public Instruction is informed that the recommendations of the Secondary Education Board regarding ~~question of approving the conclusions of the Provincial Advisory Board~~ the reorganisation of Secy Edn are ~~of Education is~~ under the consideration of Government and orders will issue as soon as possible.

~~2~~ 1. The Superintendet, Government Press, is permitted to print ~~a~~ the draft syllabuses for the various subjects included in the revised courses of studies for secondary education received from the sub-committees appointed for the purpose and to supply the Director ~~with~~ the number of copies required by him.

To
The D.P.I.
The SGP (with copy
of pp-60-61 c.f.)

10/1/48

11.1.48

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vide 'A' [illegible] (J)

ASST. SECRETARY TO ... EDUCATION AND PUBLIC HEALTH DEPT.
5 - JAN 1943

SECRETARY, EDN. AND P.H. DEPT.
GOVERNMENT OF MADRAS
6 - JAN

Secretary, E. & P.H.

In the file relating to the reorganisation of secondary education, the matter of examinations was referred to and it was suggested at the Provincial Advisory Board of Education meeting that the matter may be referred to the Secondary Education Board for its opinions. The Director may be asked to put that matter before the Secondary Education Board as soon as possible and give us its opinions so that we may be able to pass any necessary orders on them before the beginning of the next school year.

TSA
3-1-48
H.M. Education.

V.K.

E & P H (B1) Dept.

Please see the minutes of HM (Edn.) above. The main file dealing with the reorganisation of Secondary Education has been

P.T.O.

64

circulated to HM (Edn) and HM (Fin). Attention is however invited to portion 'A' on p 6 of (J) with ref to the minutes of HM. A draft memo to the DPI is subd. below for approval.
~~After issue of the papers may be filed with the papers~~ ~~in the file~~ ~~referred to on p. 1 ante.~~

6/1/48

6/1/48

7.1.48

8/1/48

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E & PH (B1) Dept.

57

C no. 84391 B1/47.

9/1

8/1/48

Schools. Secondary. Reorganisation of the present system of examinations.

Memo no. 84391 B1/~~48~~ 47-3 Edn dt 9/1/48.

It ~~has been~~ was suggested at the last meeting of the Provincial Advisory Board of Education that the question of reorganising the present system of examinations should first be ~~considered by~~ referred to the Board of Secondary Education and then brought forward before the Prol. Adv. Board. The DPI is requested to ~~take action~~ place the matter before the Board of Secondary Edn & Provl. Advisory Board ~~place the subject before the Board of Secondary Education as soon as possible~~ and submit ~~their recommendations~~ with his remarks thereon as soon as possible ~~a report~~ so that orders may be passed before the beginning of the next school year.

despd 10.1.48

To
The DPI.

6/1/48

6/1/48

7.1.48

8/1/48

LETTER REF.NO. 84391 B1/47-6 Edn dt 17/1/48

58

To

The Registrar, University of Madras.
Do , Andhra University, Waltair.
Do , Annamalai University, Annamalainagar,
Chidambaram.

17-1-48

Sir,

Sub: Schools - Secondary - Reorganisation - Introduction of bifurcated courses.

(To be typed [illegible] to Madras University)

pp 92-93 of l.f.

Ref: Correspondence resting with letter Ref.No. 58790-B1/47-18 Edn. dated 28-7-47.

pp 84-85 of l.f.

Correspondence resting with Letter Ref.No. 58790-B1/47-14 Edn. dated 14--7--47.

pp 86-87 of l.f.

Correspondence resting with Letter Ref.No. 58790-B1/47-15 Edn. dated 14--7--47.

I am directed to inform you that in connection with the proposed reorganisation of Secondary Education, the Provincial Advisory Board of Education has recommended that there should be three types of schools after the III Form stage, namely

1. Trade schools preparing the pupils exclusively for a trade at the end of a three year's course,

2. Technical High Schools preparing pupils

(a) for a technical career through a subsequent course at a polytechnic, or

(b) for a secretarial or commercial career, or

(c) for domestic or aesthetic pursuits in life, and

3. Academical high schools preparing the pupils for entrance to a course at the University.

pp 1-5 (b) of the Sectional notes

This classification has no reference to optionals but is a classification of the schools themselves according to different objectives. According to the original proposals for the introduction of bifurcated courses in Secondary Schools, bifurcation should begin at the end of IV Form into a Pre-University and vocational side. It is now considered that the end of III Form is the right stage for a pupil to start one or the other of the varied courses available, that bifurcation into technical and academic courses should be

made

made from Form IV and that both the courses may be located in the existing schools instead of in separate schools to start with.

The Technical high school courses will, apart from giving the minimum amount of education in the humanities, concentrate on equipping people for a higher craft. The technical courses will comprise, Engineering, Agriculture, Secretarial, Teaching, etc. The syllabuses for the introduction of bifurcated courses in 50 selected secondary schools in 1948-49 are ready ~~and~~ but these will require modification with reference to the present proposal to commence the courses in Form IV. The Director of Public Instruction is being asked separately to take steps in this regard and to supply you with a copy of the report of the Sub-Committee of the Board of Secondary Education on the subject, of the conclusion of the Provincial Advisory Board of Education thereon and the draft syllabus for bifurcated courses. There will be an examination at the end of the ~~high course~~ technical as well as academical high school course and this examination ~~will have~~ should to be accepted by the Universities as a qualifying examination for entrance to the corresponding University courses although in the case of technical high schools preparing the pupils for a technical career through a subsequent course at a Polytechnic, provision may ~~will have~~ to be made for admission to the University courses after a special examination or after passing the Matriculation Examination.

A

3. I am to request you to obtain and communicate, at a very early date, the views of the University in regard to the proposal to introduce the bifurcated courses from Form IV and in regard to the admission to the University of students who take the technical courses proposed to be provided for in high schools ~~without any special entrance examination~~ I am to request

as the Government are anxious to make a start with the new courses from the beginning of the next school year.

Your obedient servant,

12.1.48

17.1.

Copy to the DPI

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68 Draft II

LETTER REF.NO. 84391-B1/47-7 Edn dt 17/1/48.

To

The Secretary, The Madras Public Service Commission.

Sir,

17-1-48

Sub: Schools - Secondary - Reorganisation - Recognition of Secretarial course as an adequate qualification for appointment as Lower Division clerks and similar posts in Government service.

Ref: Correspondence resting with Letter Ref.No. 58790-B1/46-29 Education, dated the 5th December 1947.

pp 124-125 of the l. f.

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pp 1-5(b) of the Sectional notes.

I am directed to inform you that in connection with the reorganisation of Secondary Education, the Provincial Advisory Board of Education has recommended that there should be three types of schools after the III Form stage, namely

1. Trade schools preparing students exclusively for a trade at the end of a three year's course,
2. Technical High Schools preparing students
   (a) for a technical career through a subsequent course at a polytechnic,
   (b) for a secretarial or commercial career, or
   (c) for domestic or aesthetic pursuits in life, and
3. Academical high schools preparing students for entrance to a course at the University.

~~I~~ It has been recommended that the end of the III Form should be

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be the right stage for the introduction of the bifurcated courses instead of ~~at~~ the end of the IV Form as originally proposed. The Director of Public Instruction is being asked to supply you with copies of the report of the Sub-Committee of the Board of Secondary Education, the conclusions of the Provincial Advisory Board of Education on the scheme ~~of~~ for reorganisation of Secondary education and the revised syllabuses of studies for high schools. As the scheme now proposed is different from the previous scheme, I am to request you to obtain and communicate the views of the Commission in regard to the adequacy of the qualification of the pupils who take the new Secretarial course for recruitment to the posts of Lower Division clerks and similar posts in Government service. A very early reply is solicited as it is considered necessary to make a start in the matter from the beginning of the next school year.

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Y.O.S

14.1.48

17.1.48

Copy to the DPI

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pp47-53 of

Education and P.H.(Bl) Department.

From the Director of Public Instruction, RC.No.2737.E/47 dated the 5th November 1947.

SCHOOLS - Secondary - Reorganisation.

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Memorandum No. 84391-Bl/47-8 Edn. dated 17.1.194

The Director of Public Instruction is informed that the Government generally approve the classification of schools and bifurcation of courses after the III Form stage recommended by the Sub-Committee of the Board of Secondary Education and accepted by the Provincial Board of Education.

2. As regards bifurcated courses, the Director has suggested that alternatively the Committee's recommendation may be modified so as to apply to Form IV instead of Form V in 1948-9 in which case the Universities should be addressed immediately. He is requested to state immediately whether, as recommended by the Provincial Advisory Board ~~the~~ introduction of the bifurcated courses from Form IV is possible now without the rest of the reorganisation being given effect to. He is also requested to report whether the increase in the length of the courses from 2 years to 3 years would result in any additional expenditure to Government and if so, how much ~~in~~ under each budget head.

pp1-5(b) of the Sectional notes

3. The Government do not consider that the technical courses ~~should be~~ need necessarily be ~~[illegible]~~ provided for in separate schools; they may, to start with, ~~As a measure of economy, the technical courses~~ may be provided ~~[illegible]~~ in th same institutions which provide for academic courses.

4. The Universities ~~have been~~ are being addressed in regard to the admission to the University courses of the students who take up the technical high schoo courses under the new scheme of bifurcated ~~[illegible]~~ courses of study. ~~without any special entrance examination.~~ The Madras Public Service Commission ~~has~~ is also ~~been~~ being consulted in regard to the eligibility of ~~those~~ pupils who take the new secretarial course for admissio as lower division clerks and similar posts in Government service. The Director is requested to supply the three Universities and the M.P.S.C. with a copy of the report of the Sub-Committee of the Board of Secondary Education, the conclusions of the Provincial Advisory Board of Education on the scheme ~~of~~ for reorganisation of Secy Education and t syllabuses for the new bifurcated courses as early as possible.

The Director is requests, in this connection ~~requested~~ to consider and report whether teaching cannot be introduced as one of the specialised subjects for the ~~bifur~~ bifurcated courses in addition to agriculture, engineering etc. as there is at present a dearth of trained teachers.

5. The Director is also informed that the opening of trade schools may be referred to the Board of Secondary Education for its recommendations on the steps to be taken as suggested by him.

6. The proposal for the introduction of crafts in ~~all~~ Secondary Schools is being treated as Part II Scheme in 1948-9. An extract of the minutes of H.M.(Edn.) on the subject is forwarded to the D.P.I. and he is requested to offer his remarks on the suggestion contained therein and also to send a revised estimate of cost if necessary.

pp 8-9(a) of the Sectional notes

7. The Government also accept generally the other recommendations of the Provincial Advisory Board of Education in respect of -

(a) the introduction of ~~citz~~ citizenship training,

(b) moral and religious instruction,

(c) purchase of reference books ~~to~~ for the Provincial Advisory Board.

(d) home craft being made the basic craft for girls high schools. On this subject the D.P.I. is requested to examine and report whether nursing should not also form a subject like teaching for specialised subjects in the bifurcated courses.

pp 10-27 of the Sectional notes

In regard ~~to~~ to the reorganisation of physical education and introduction of Military Training an extract of the minutes of Hon(Edn) is enclosed.

8. In regard to the position of languages in muslims schools arrangement will have to be made with reference to the relative position to be assigned to Urdu and the regional languages. This is under separate consideration ~~The question of relationship of these languages is going before an informal meeting of the Hon'ble Ministers.~~ The final decision when reached will be communicated to the Director of Public Instruction to enable the Director to draw ~~so that they may be taken note for the drawing up of~~ the syllabuses of those schools.

9 It is proposed to accept the recommendations of the Advisory Board of Education in regard to the position of various languages subject to the condition that the study of either Hindi or Hindustani Sanskrit or any other classical language should commence from Form I ~~I~~, provision being made for the teaching of the subjects from Forms I to III and that when once a student exercises his option in the ~~I~~ Form I

pp 11-13(a) of the Sectional notes

---

by taking Hindustani, Sanskrit or classical language he must appear for examination in that subject. As otherwise sufficient attention may not be paid to the study of that language. The D.P.I. is requested to report the extra cost involved on the proposal of the Advisory Board of Education as amended.

12.1.48

17.1.48

To the D.P.I. (1) (with paras 3 and 4 of the minutes of H.M.(Edn.) on pp.9 and ~~1~~9(a) of the sectional notes)
and (2) ~~do~~ extract of minutes of Hm (Edn) on p 14 sectional notes)

17.1.48

73 Draft - IV

LETTER REF. NO. 84391-B1/47-9 Edn dt 17/1/48.

To

The Registrar, University of Madras, Chepauk, Madras.
Do Andhra University, Waltair.
Do Annamalai University, Annamalainagar, Chidambaram.

Dispd 17-1-48

Sir,

Sub: Schools - Secondary - Reorganisation - Abolition of optionals.

pp6-7 of the Sectional notes

Under the present scheme of study for the S.S.L.C., a student should take only one ~~one or two~~ of the subjects included in Group 'C' as an ~~of the S.S.L.C. course which comprises the~~ optional subjects, ~~while there are~~ th~~ree optionals~~ ~~and~~ but in the Intermediate classes, he has to study two more optionals Th~~e student will therefore~~ afresh with the result ha~~ve to study afresh two optionals in the Intermediate classes and the~~ r~~esult in the experience of the colleges and Universities, is, it is stated~~, that most of the courses have to be undergone again in the college classes except in Mathematics in which ~~a little~~ higher grade teaching is done in high ~~training is done in high~~ schools. The Provincial Advisory Board of Education has therefore

recommended

~~8~~ 74

recommended that the teaching of the optionals in high school classes may be abolished. I am ~~to~~ directed to request you to obtain and communicate the views of the University ~~in the matter~~ in this recommendation at an early date.

Your obedient servant,

11.1.48

14.1.48

17.1.48

10.1.48

Copy to the D.P.I.

Despd 17.1.48

---

75 ~~18~~ Draft II

LETTER REF.NO. 84391-B1/47-10 Edn dt 17/1/48.

63

To

The Registrar, University of Madras, Chepauk, Madras.
Do , Andhra University, Waltair.
Do Annamalai University, Annamalainagar, Chidambaram.

Despd 17.1.48

Sir,

Sub: Schools - Secondary - Reorganisation - Position of the various languages.

In connection with the assigning of places for the various languages that are to be studied in the revised curriculum of studies under the ~~proposed~~ scheme for reorganisation of Secondary Education, the Provincial Advisory Board of Education has agreed by a majority that

(i) the Regional language should be the compulsory first language,

(ii) English should be taught compulsorily from Form II to Form VI,

(iii) provision should be made for the teaching of Hindustani in Forms I to III, and that

(iv) pupils may choose between Hindustani or a foreign or classical language in Forms IV to VI in addition to the regional language.

Pp 12-13(a) of the Sectional notes

It is proposed to accept these recommendations subject to the condition and that the study of either Hindi, Sanskrit or any other classical language should commence from Form I, provision being made for the teaching of subjects in Forms I to III that when once a student exercises his option in the Ist Form by attending

P.T.O.

the Hindustani, ~~or~~ Sanskrit ~~foreign~~ or classical language class, he must appear for examination in that subject, as otherwise sufficient attention may ~~as it will succeed in giving the~~ not be paid to the study of that language ~~necessary seriousness to the subject~~. I am directed to request you to obtain and communicate the views of the University in the matter at an early date.

Your obedient servant,

14.1.48

S 14.1.48

Despd R 17.1.48

Copy to the D.P.I.

10/1/48

10/1/48

Draft VI

LETTER REF.NO. 84391- B1/47-11 E dn Dt 17/1/48

To
The Registrar, University of Madras, Chepauk, Madras.
Do Andhra University, Waltair.
Do Annamalai University, Annamalainagar, Chidambaram.

Despd R 12.1.48

Sir,

Sub: Schools - Secondary - Reorgaisation - Women's Education.

In connection with the reorganisation of Secondary Education, the Sub-Committee of the Board of Secondary Education has recommended that Domestic Science (Home craft) should be compulsorily taught ~~studied~~ in all high schools for girls and the Provincial Advisory Board of Education has agreed to it. ~~This is a great improvement over the present system of education and it is expected that this scheme will equip our girls for their life~~. According to this scheme, in high schools for girls home craft will be the basic craft till the III Form. After III Form when ~~in the~~ bifurcation begins ~~stage of the~~ girls ~~high school~~, provision will be made for the teaching of home science as a specialised subject. In addition to such subjects ~~such~~ as horticulture, flower and vegetable gardening, teaching, music and dancing, dress making, etc under the technical Courses ~~etc. may form subjects either for Trade or Technical~~

pp16-17 of the Technical notes

~~Technical High Schools.~~ In the academic ~~side~~ Course, there will be no difference between boys' and girls' schools except in regard to physical education.

I am directed to request you to obtain and communicate the ~~concurrence~~ views of the University ~~to~~ on ~~the~~ this matter at an early date.

Your obedient servant,

11.1.48

17.1.48

Copy to the D.P.W

17.1.48

10-1-(4)

Education and Public Health Department
(B1).

PART II SCHEME FOR 1948-49.

(Subject: Schools - Secondary - Introduction of craft in Forms I to III).

SUMMARY.

Head of Account. (1)	Item of expenditure. (2)	Ultimate cost. Recurring. Rs. (3)	Ultimate cost. Non-recurring. Rs. (4)	Cost in 1948-49. Recurring. Rs. (5)	Cost in 1948-49. Non-recurring. Rs. (6)
37.f. Edn - Secondary- Govt. Secy. Schools - A. Genl. Government Secy. Schools for boys A. Ordinary areas. 1. Pay of Estts. 3. Other charges.	Voted 19 Secy. Gr. Teachers (Rs. 45-90). D.A. or cost of living allowance. Equipment.	15400 ~~19,490~~ 4,100	1900	7,500 ~~10770~~ 3,100	1900
Do - II - Government Secondary Schools for Girls. 1. Pay of Establishments. 2 Other charges.	Voted 52 Secy. Gr. Teachers (Rs. 45-90). Dearness or cost of liming allowance. Equipment.	42,100 ~~53,350~~ 11,200	5200	20500 ~~29480~~ 8400	5.200
37.h. Education - Secondary - Grants to local bodies for Secondary Education - A. Ordinary areas 1. Teaching. 3. Equipment.	342 Secy. Gr. Teachers (Rs. 45-2-85). + D.A. (65+18) ½ grant	1.70,320 150300	34200		34.200
37.g. Education - Direct grants to non-Government Secondary Schools - A. General. 1. Teaching. 4. Equipment.	488 Secy. Gr. Teachers (Rs 45-85) and DA. (65+18)	306500 3 06 460	48800		48,800
Total.		549,600 5,49,620	90100	39500 40350	90100

(488 · 65 × 12) 2/3 + 1/2 × 18 × 12 × 488

EXPLANATORY NOTE.

In connection with the reorganisation of Secondary Education, the Provincial Advisory Board of Education has agreed to the principle that crafts should be introduced in all secondary schools. It is the policy of Government to give Basic education and attempts are being made to

P.T.O.

duce basic education in certain elementary schools which may be styled as Junior Basic Schools. In the Basic Education Scheme there are two kinds of schools, Junior and Senior Basic Schools, the latter being a continuation of the former. The proposal now is that the syllabus for the Senior Basic Education School should be introduced in Forms I to III of Secondary Schools. For the present, it is proposed to introduce the basic crafts of agriculture, weaving, dyeing, printing, cardboard, wood, metal work and a few other selected crafts. The schools will be given the option of providing for one of these crafts as the Basic craft~~s~~ so that they might be taught efficiently from the beginning. This will bring the lower secondary schools completely in line with Senior Basic Schools.

2. ~~The Director of Public Instruction has estimated~~ The cost involved in the proposal ~~at~~ is Rs.54,600/- per annum recurring and Rs.90,100/- non-recurring. Under recurring, provision has been made for the employment of teachers in Government Secondary Schools only, as aided managements and local bodies receive teaching grants for the maintenance of secondary schools based on the total expenditure on staff and other items, where a craft Instructor is also a secondary grade teacher he can replace one of the existing teachers and the actual cost will become less. ~~The grant for equipment is~~ The grant for equipment is estimated at Rs.100/- for each secondary school under the management of Government, Local Bodies and private agencies. ~~to~~ The Students will be required to purchase the implements necessary to learn the basic craft just as they purchase books and it will be necessary to provide only such things as weaving looms and other implements which will form the permanent equipment for giving instruction in the crafts. The manner in which the grant should be disbursed to local bodies and private management will be decided later on.

p sef

The ultimate total cost falling under account the grant to be paid to local bodies and private management towards employment of teachers works out to 5.50 lakhs recurring and Rs .91 lakh non-recurring

3. This Department recommend that necessary provision may be made for the scheme in the B.E. for 1948-49 as detailed in the summary above.

12.1.48

12.1.48

EDUCATION AND PUBLIC HEALTH DEPARTMENT.

PART II SCHEME FOR 1948-49.

(Subject: Schools - Secondary - Introduction of craft in Forms I to III).

SUMMARY.

Head of Account. (1)	Item of expenditure. (2)	Ultimate cost. Recurring. Rs. (3)	Ultimate cost. Non-recurring. Rs. (4)	Cost in 1948-49 Recurring. Rs. (5)	Cost in 1948-49 Non-recurring. Rs. (6)
37.f. Education - Secondary - Govt. Secondary Schools - A. General - Govt. Secondary Schools for boys - A. Ordinary areas. 1. Pay of Establishments.	19 Secondary Grade Teachers (Rs.45-90)	15,400		7,500	
	Dearness or cost of living allowance.	4,100		3,100	
3. Other charges.	Equipment.		1,900		1,900
Do - II - Government Secondary Schools for Girls. 1. Pay of Establishments.	52 Secondary Grade Teachers (Rs. 45-90).	42,100		20,500	
	Dearness Allowance.	11,200		8,400	
2. Other charges.	Equipment. 71		5,200		5,200
37.h. Education - Secondary - Grants to local bodies for Secondary Education - A. Ordinary areas. 1. Teaching.	342 Secondary Grade Teachers Rs.45-2-85) and D.A. (Av. 65 plus 18).	1,70,300			
3. Equipment.			34,200		34,200
37.g. Education - Direct grants to non-Government Secondary Schools - A. General. 1 Teaching.	488 Secondary Grade Teachers (Rs.45-~~90)~~ ~~xxx~~ 85) and Dearness allowance (Av. 65 plus 18).	3,06,510			
4 Equipment.			48,800		48,800
Total.		5,49,600	90,100	39,500	90,100

EXPLANATORY NOTE.

In connection with the reorganisation of Secondary Education, the Provincial Advisory Board of Education has agreed to the principle that crafts should be introduced in all secondary

schools

schools . It is the policy of Government to give Basic education and attempts are being made to introduce basic education in certain elementary schools which may be styled as Junior Basic Schools. In the Basic Education Scheme there are two kinds of schools, Junior and Senior Basic Schools, the latter being a continuation of the former. The proposal now is that the syllabus for the Senior Basic Education School should be introduced in Forms I to III of Secondary Schools. For the present, it is proposed to introduce the basic crafts of agriculture, weaving, dyeing, printing, cardboard, wood, metal work and a few other selected crafts. The schools will be given the option of providing for one of these crafts as the Basic craft so that they might be taught efficiently from the beginning. This will bring the lower secondary schools completely in line with Senior Basic Schools.

2. The cost involved in the proposal ~~xx~~ is Rs.54,600 per annum recurring and Rs.90,100 non-recurring. Under recurring, provision has been made for the employment of teachers in Government Secondary Schools only, as aided managements and local bodies receive teaching grants for the maintenance of secondary schools based on the total expenditure on the staff and other items. Where a craft Instructor is also a Secondary Grade Teacher he can replace one of the existing teachers and the actual cost will become less. The grant for equipment is X estimated at Rs.100/- for each secondary school under the management of Government, Local Bodies and private agencies. The students will be required to purchase the implements necessary to learn the basic craft just as they purchase books and it will be necessary to provide only such things as weaving looms and other implements which will form ~~px~~ permanent equipment for giving instruction in the crafts. The manner in which the grant should be disbursed to local bodies and private management will be decided later on. The total ultimate cost taking into account the grant to be paid to local bodies and private managements towards employment of teachers works out to 5.50 lakhs recurring and Rs.0.91 lakh non-recurring.

3. This Department recommend that necessary provision may be made for the scheme in the Budget Estimate for 1948-49 as detailed in the summary above.

M.V. SUBRAMANIAN
SECRETARY TO GOVERNMENT.

A8 IV B1 83 ~~D.O.~~ 2432/47-1.

PRIVATE SECRETARY

MADRAS

MADRAS GOVERNOR'S CAMP
Guindy,
22nd December 1947.

SECRETARY, EDN. AND P.H. DEPT.
23 DEC 1947
GOVERNMENT OF MADRAS

277
5/1/48

Dear Mr.Subramaniam,

Ref: G.O.No.Ms.1373 Edn. dated 30-6-47. (J)/25-27cf

Under the above G.O. a Committee was constituted by the Government to draft more or less a scheme of Citizenship Training. I understand that the Committee has prepared and submitted its report and I received a copy of it from Mr.Kuruvila Jacob of the Madras Christian College School. Can you kindly let me know for His Excellency's information what further action is being taken on the report of the Committee and whether any actual steps have been taken or are being contemplated in order to implement the recommendations made by the Committee?

Yours sincerely,

P. Govindan Nair

(P.Govindan Nair)

gms
3.1.48

M.V.Subramaniam Esq, ICS.,
Secretary to Government,
E&PH Dept, Madras.

C.No. 27011/47

84

E.& P.H.(B1).

68

C.No. 272 B1/48.

D.O. No. 272 B1/48-1 Edn., dated 10-1-48.

p83 cf

(T)

p. 28 of (F)

G.O. 1373 Edn. 30.6.47 (J)/25-27

My dear Govindan Nair,

Sub: SCHOOLS - Secondary - Introduction of citizenship training as part of the school curricula.

--

Ref: Your D.O. No. 2432/47-1 dated 22-12-47.

--

I am desired to inform you that the report of the committee constituted in G.O. No. 1373, Edn., dated 30-6-47 was sent to the D.P.I. He placed it before the Board of Secondary Education and the Provincial Advisory Board of Education. They have agreed to the introduction of citizenship training as part of the secondary school curricula and that a syllabus for Forms I to VI has already been prepared. ~~by the Committee~~. The D.P.I. has reported that the syllabus will be submitted to Govt. with the syllabuses for other subjects included in the revised courses of

-studies-

p.t.o. -2-

studies which are being redrafted in connection with the reorganisation of secondary education. The proposals regarding reorganisation of Secondary Edn. have been recd. separately and orders on them will be issued shortly. The D.P.I. on receipt of these orders will proceed further with the syllabuses, place them before the Board of Secondary Education and then submit them to Govt. for approval with the syllabus for citizenship training. The syllabus on its receipt will have to be examined and approved by Govt.

Yours sincerely,

10.1.48

10.1.48

To

P. Govindan Nair, Esq., ICS,
P.S.G., Govt. House,
Guindy.

E & PH CBD Dept.

C. 272 B1/48.

D.O. No.

My Dear Mr. Govindan Nair,

Sub: Schools - Secondary - Introduction of citizenship training as part of the school curricula.

Ref: Your D.O. No. 2432/47-1 dated 22.12.47.

p.3 cf.

I am desired to inform you that the Board of Secondary Education and the Provincial Advisory Board of Education have agreed to the introduction of citizenship training as part of the secondary school curricula and that a syllabus for Forms I to VI has already been prepared by the Committee constituted for the purpose. ~~The question of reorganising the Secondary education~~

p.28 of (F)

(J)/25-27 cf

1373 Edn 30/6/47

A.

7 87

education is under separate consideration. The Government have sanctioned the appointment of a Special Officer to draft the syllabuses for the various subjects included in the revised courses of studies in secondary schools and have authorised the Director of Public Instruction to constitute committees, one for each subject, to assist the Special Officer in ~~the work~~. The Director has reported that the syllabus will be submitted to Government for approval ~~along~~ with the ~~other~~ syllabuses for other subjects ~~in connection with the reorganization of secondary education~~ ~~referred to above in the course of the usual procedure~~ which are being ~~drafted~~ redrafted in connection with the scheme for the reorganization of secondary education and it is awaited.

Yours sincerely,

P. Govindan Nair,
Esq., I.C.S.,
Private Secretary
to H. E. the Governor,
Govr's Sectt.,
Trivandrum.

Separate [illegible] submitted on 7/1/48

Ro 23271 [illegible]

1/11/47

S

E

The Committee referred to in 'A' is the Committee referred to in the D.O. The draft letter does not [illegible] clear how [illegible] [illegible] [illegible] further action [illegible] to be taken on it.

7/1/48

USR
5.1.48

7.1.48 S

88 3

70

Please see the note of Secretary on page 2 ante. A revised draft D.O. is submitted below for approval.

9/1/48

USR
9.1.48

10.1.48 S

89/ DO. 2432/47-2.

PRIVATE SECRETARY
MADRAS

MADRAS GOVERNOR'S CAMP
Guindy,
16th January 1948.

SECRETARY, EDN. AND P. H. DEPT.,
17 JAN 1948
GOVERNMENT OF MADRAS

V.E.

71

Dear Mr. Subramanian,

Schools - Secondary - Introduction of citizenship training as part of the school curricula.
Ref: Your D.O.No.272-B.1/48-1 Edn. dated 10th January 1948. pp84-85ante

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His Excellency has seen the D.O. letter cited above. I am to ask you kindly to circulate the case to His Excellency, in due course, before the syllabus is finally approved by the Government. His Excellency would also like to be informed periodically of the stage in which the matter is.

Yours sincerely,

P. Govindan Nair

(P.Govindan Nair).

M.V. Subramanian Esq., ICS.,
Secretary to Government,
Edn & Public Health Dept.,
Madras 9.

90

E&PH(B1)

The letter from PS to on page 89 ante is submitted for perusal.

19.1.48

S for inspect

19/1/48

KSR
19.1.48

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3 Drafts

91/ Edn & PH (B1) Dept.

I

Letter Ref. no. 84391-B1/47-12 Edn dt 10/2/48.

C. no. 84391/B1/47.

16/2

11/2

Despd
16/2/48

To

✓ The Registrar, University of Madras, Chepauk, Madras
✓ The Do , Andhra University, Waltair.
✓ The Do , Annamalai University, Annamalainagar,
Chidambaram.

Sir,

Sub: Education - Secondary - Reorganisation.

Ref: My letter Ref. no. 84391-B1/47-6 Edn dt 17.1.48. — pp 66-67 cf
Do 84391-B1/47-9 Edn dt 17.1.48. — pp 73-74 cf
Do 84391-B1/47-10 Edn dt 17.1.48. — pp 75-76 cf
Do. 84391-B1/47-11 Edn dt 17.1.48. — pp 77-78 cf

I am directed to enquire when your replies to the letters cited above may be expected.

Yos.

9.2.48

7/2/48

KSR
7/2/48

P.T.O.

II 2/ 92 E & P.H. (B1) Dept.

Letter Ref. no. 84391-B1/47-13 Edn. D/ 10/2/48

To

The Secretary, The Madras Public Service Commission.

Despd
16/2/48

Sir,

Sub: Schools. Secondary. Reorganisation - Recognition of Secretarial Course as an adequate qualification for appt. as L. D. Clerks and similar posts in Govt. Service.

Ref: My letter Ref. no. 84391-B1/47-7 Edn dated 17. 1. 48.

pp 68-69 cf

—

I am directed to enquire when your reply to the letter cited above may be expected.

7/2/48

9.2.48

P.T.O.

III 3/ 93/ E & P.H. (B1) Dept.

Schools. Secondary. Reorganisation

—

21/11/2

pp 70-72 cf

Ref: Government Memo. no. 84391-B1/47-8 Edn. dated 17. 1. 1948.

—

Memo. no. 84391-B1/47-14 Edn. D/ 10/2/48.

The Director of Public Instruction is requested to state when his reply to the memo referred to above may be expected.

7/2/48

9.2.48

To

The D.P.I.

94/ ~~0D~~

No. C621

UNIVERSITY OF MADRAS.

From
THE REGISTRAR,
UNIVERSITY OF MADRAS.

To
The Secretary to the Government of Madras,
Education and Public Health Department, Fort St.George, Madras.

ASST. SECRETARY TO GOVERNMENT
16 FEB 1948
EDUCATION AND PUBLIC HEALTH DEPT.

University Buildings,
Chepauk, Madras,
14 FEB 1948

(pp 66-67 contd)

Sir,

114

Ref: Correspondence ending with your letter No. 84391 B1/47-6 Edn., dated the 17th January 1948.

Sub: Reorganisation of Secondary Education - Introduction of bifurcated courses.

- - -

I have the honour to state that, at its meeting held on the 30th January 1948, the Syndicate considered the matter and resolved that you be informed that the University will consider the proposal after fuller details are received by the University.

Your obedient servant,

R. Ravidarunl
Ag. REGISTRAR.

ks/13/2/-

Ent No. 84391-B1/47-1 Edn. dt 19/1/48. EdH (Edn)

Communicated to the DPI. He is requested to supply whatever further details are required by the University

17-2-48

To
The DPI
-- Regr. University of Madras

Desp
19/2/48

19.2.48

95 B1

It is requested that all communications should be addressed to the Registrar, University of Madras, Triplicane P. O., Madras, and not to any person by name.

UNIVERSITY OF MADRAS.

No. CR734

UNIVERSITY BUILDINGS,
CHEPAUK, MADRAS.
18 FEB 1948

75

ASST. SECRETARY TO GOVERNMENT
19 FEB 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Enclosures

FROM

THE REGISTRAR,
University of Madras.

To

The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St.George, Madras.

12361
9/3

Sir,

Ref: (1) Your letter No.84391-B1/47-9, Edn., dated 17th January 1948 - Reorganisation of Secondary Education - Abolition of optionals. pp73-74 ante

(2) Your letter No.84391-B1/47-10, Edn., dated 17th January 1948 - Reorganisation of Secondary Education - Position of the various languages. pp75-76 ante

(3) Your letter No.84391-B1/47-11, Edn., dated the 17th January 1948 - Reorganization of Secondary Education - Women's Education. pp77-78 ante

- - -

I have the honour to state that, at its meeting held on the 30th January 1948, the Syndicate considered the above three proposals and resolved that you be ~~fimx~~ informed as follows:--

(1) That the Syndicate is agreeable to the abolition of optional subjects in the High School classes: ✓

(2) That the Syndicate is of opinion that two languages should be studied compulsorily in the school, one of which shall be the regional language or mother tongue and the other English. Provision should be made compulsorily in all schools for at least one third language which shall be Sanskrit, Hindustani, Arabic, Persian or Urdu.

For all such boys as take a third language, the instruction in the regional language or mother tongue should be curtailed and limited to the needs of the language, to be used as a medium of instruction and there should be an examination in the third language in the scheme of examination at the end of the Secondary School stage;

X ~~and that~~ English should preferably be taught from Form I:

and (3) that the Syndicate is agreeable to the proposal for Domestic Science (Home Craft) being made a compulsory subject in all High Schools for girls. ✓

Your obedient servant,

R. R.

Ag.REGISTRAR.

ks/162/-

TEL: "PUBSERCOM"

98/ 137/

From
Sri C. Krishnaswami Chetty,
Secretary, Public Service
Commn., Madras-8.

To
The Secretary to the
Government of Madras,
Education & Public Health
Department.

No.6543-C.1/46-10, dated 19-2-1948.

76

Sir,

Public Services - Minimum general educational qualification for lower division clerks etc. - Secretarial course - Your letter No.84391-B.1/47-7, Education, dated 17-1-1948.

pp.68-69 ante

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12845

I am to say that from the particulars obtained from the Special Officer, Office of the Director of Public Instruction, the Commission understands that the following subjects have tentatively been proposed for the new Secretarial (otherwise Commercial) High School Course:

ASST. SECRETARY, EDUCATION AND PUBLIC HEALTH DEPT.
20 FEB 1948

I. GENERAL SUBJECTS.

1. The First or Regional Language.
2. English as Second Language.
3. A third language, foreign or classical if required by the school by finding time from out of the periods allotted to Arts and Crafts.
4. Social studies consisting of History, Geography, Civics etc
5. Mathematics.
6. Arts and Crafts.
7. Physical education.
8. Religious or moral instruction.
9. Civizenship.

II. SPECIAL SUBJECTS - COMMERCE.

1. Drafting and Precis writing.
2. Typewriting.
3. Any two of the following:- (a) Book-keeping, (b) Commercial Practice, (c) Shorthand.

A

The Commission agrees that a pass in this course is an adequate minimum general educational qualification for the posts of lower division clerks and similar posts in Government service, for which at present a pass in the S.S.L.C. examination with certain percentage of marks in each subject is prescribed.

2. According to the tentative suggestions of the Examination Committee appointed by the Hon'ble the Minister for Education, there will be two kinds of examinations, viz., Internal examination controlled by a Board of Assessors appointed for each school (with the approval of the Education Department) and External examination conducted on a regional basis, and the External examination is confined to the following 3 subjects:- (i) English Composition, (ii) Composition in the mother tongue or Regional language, and (iii) General knowledge questions based on Science and Social studies. The Commission presumes that a pass in the proposed Secretarial Course examination will mean the obtaining of not less than 50% of the total marks for all the subjects at the External and Internal Examinations combined.

3. As the External examination, is confined only to 3 subjects, the Commission considers that it is appropriate to make

97

take into account also the marks at the Internal examinations and then base the passes and failures on the combined results as tentatively suggested by the Examination Committee. If the combined results are taken into account, it would also be appropriate to pitch the minimum required for a pass at a percentage as high as 50, particularly as it is the total marks that presumably count and not the marks in each individual subject and as credit marks will be given at the Internal examinations for Arts, Crafts, Physical Education, etc.

4. As in a scheme like this, it is inappropriate to insist on a minimum percentage of marks in each subject, the Commission withdraws its suggestion made in its letter No.6543-C.1/46-5, dated 9-9-1947 to prescribe an individual minimum for each subject, if the scheme of the examination is to be as tentatively suggested by the Examination Committee.

pp107 of the [illegible]

Your obedient servant,

Secretary.

19.2.48

Encl. - Nil.

ckn.19-2-1948.

~~E & P H (B1) Dept.~~

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98 Education and Public Health Department.
(B1).

72

SCHOOLS - Secondary - Reorganisation - Recognition of Secretarial course as an adequate qualification for appointment as Lower Division clerks and similar posts in Government service - Abolition of optionals - Position of various languages and Women's Education.

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p95 cf

pp96-97 cf

From the Registrar, University of Madras, No.R.C.734 Dated the 18th February 1948.

From the Secretary, Public Service Commission, No.6543-C1/46-10 dated the 19th February 1948.

MEMO NO. 84391-B1/47-16 [illegible] d 23-2-48.

Copies of the letters from the Registrar, University of Madras, and the Secretary, Public Service Commission, cited above, are forwarded to the Director of Public Instruction.

P.T.O.

~~-2-~~ 99

He is requested to offer his remarks on point (2) of the letter from the Registrar, University of Madras and on paras 2 to 4 of the Commission's letter. A reply may kindly be sent before 5th March 1948.

23.2.48

p 95

pp 96-97

To

The D.P.I. (with a copy of pp. 95-97)

Despatched

23/2

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(101)

All communications should be addressed to the Registrar, Annamalai University, Annamalainagar, by designation and not by name.

ANNAMALAI UNIVERSITY

No. 10909

25th February, 1948.

From

THE REGISTRAR,
ANNAMALAI UNIVERSITY,
ANNAMALAINAGAR.

27 FEB 1948

98

To

The Secretary to the Government of India,
Education and Public Health Department,
Fort St. George.

1435

Sir,

p 66 ante
p 73 ante
p 75 ante
p 77 ante

Ref: Nos.84391-B1/47-6,9,10 and 11 d.17-1-1948-- Reorganization of Secondary Education -- Opinion of the university -required.

I am to communicate to you the following views of the university, on the four references mentioned above:

1. Introduction of Bifurcated courses: The university agrees with the view that bifurcation should commence at the end of the III Form stage. There is no objection to students pursuing technical courses qualifying for admission to university by passing the Matriculation Examination.

2. Abolition of Optionals. The university agrees with the recommendation to abolish the teaching of optionals in High School classes.

3. Position of various languages in the revised curriculum. The university is in favour of adopting the regional languages as the medium of instruction with facilities in as many centres as possible for imparting instruction through the language which is the mother tongue of sufficient numbers of people in that centure.

The university is in favour of adopting the regional language as the first language and English as the second language with equal standard in both. (1) Samskrit or Hindi may be offered by candidates as an additional subject of study without an examination at the School-Leaving stage. (2) In respect of candidates seeking admission for instruction in Samskrit or Hindi at the University, a separate Entrance Examination therefor may be conducted by the universities concerned.

A

4. Domestic Science (Home Craft) to be compulsory in all High Schools for Girls. The university is in favour of introducing Domestic Science in all High Schools for girls as a compulsory subject of study and examination in lieu of an arts subject.

Omit - vide p 122 infra

Your obedient Servant

Ag. Registrar.

102

C. No. 84391-B1/47.

D.O. no. 84391-B1/47-17 Edn dt 27/2/48

My dear Govindan Nair,

Sub: Schools. Secondary - Introduction of citizenship training as part of the school curricula.

Ref: Your D.O. no. 2432/48-3 dt 24.2.48.

I am desired to invite your attention to my D.O. no. 272 B1/48-1 Edn. dated 10.1.48 and to inform you that the syllabus(es) for the ~~provision of the citizenship training has not yet been received from submitted to Government by the DPI along with the syllabuses~~ for ~~other~~ subjects included in the revised courses of studies for Secondary Edn including citizenship training have not yet been received from the DPI.

p 140 cf

pp 84-85 cf

To
P. Govindan Nair, Esq., I.C.S.,
P.S.G., Government House, Guindy.

26/2/48

26/2/48

27.2.48

I

103

E&PH (B1) Dept.

80

C.M. [illegible]391-B1/48.

59-60

5/3

Letter Ref. no. 84391 B1/47-18 Edn dt 5/3/48

To

The Registrar, Annamalai University.
Annamalainagar, Chidambaram.

Sir,

Sub: Education - Secondary. Reorganisation.

Ref: Your letter no. 10909 dt 25.2.1948.

—

With ref. to item (1) of your letter referred to above ~~regarding~~ on the subject of the introduction of bifurcated courses, I am directed to state that the idea is to make provision for admission to University Courses of studies after a special examination or after passing the Matriculation Examination, only ~~of~~ in respect of ~~the~~ students ~~studying~~ (taking courses" in the "technical High schools" preparing them for a technical Career through a subsequent Course at a

P.T.O.

104

taking other courses

Polytechnic. In the case of ~~other~~ students ~~studying~~ in ~~other~~ the "technical high schools," the idea is that the examination ~~to be~~ ~~proposed~~ held at the end of the course should be accepted ~~by the University~~ as a qualifying examination for admission to its courses of studies. It is presumed that the University ~~has no~~ agrees with the position as set out above. ~~objection to students pursuing the technical courses in the technical high schools preparing for a technical career after a subsequent course at a Polytechnic, qualifying for admission to University by passing the Matriculation Examination.~~ I am to enquire ~~request you to confirm~~ whether the above presumption ~~at an early date~~ is correct.

~~I am to en~~

Y.O.S.

8/3/48

30/3/48

4.3.48

5/3/48

Copy to D.P.I.

Despd 11.3.48

P.T.O.

E & PH (B1) Department

105

81

Con. 84391 B1/47.

Schools - Secondary - Reorganisation - Position of various languages in the revised curriculum.

From the Registrar, Annamalai University, 10909 dated 25. 2. 1948.

p 101 cf

Memo. No. 84391-B1/47-19 Edn dt 5/3/48.

A copy of the letter from the Registrar, Annamalai University, cited above, is forwarded to the Director of Public Instruction and he is requested to offer his remarks on point 3 and 4 therein very urgently. He is also requested to expedite his reply to Govt. memo No 84391-B1/47-8 Edn 8/17-1-48 on the subject.

p 70 c7

Despd 11.3.48

To
The DPI (with a copy of p 101 c 6).

28/2/48

28/2/48

29.2.48

5/3/48

E&PH(Ed) Department

Schools. Secondary Reorganisation
(Position of various languages in the revised curriculum.

From the Registrar, Annamalai University, 10909 dated 25-2-1948.

Memo no. 84391-B1/47-14 Edn. d. 5/3/48.

A copy of the letter from the Registrar, Annamalai University, cited above, is forwarded to the Director of Public Instruction, who is requested to offer his remarks on points 2 & 3 above.

84391-B1/47

(pp 96-101 C)

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087 106 (pp 103-105)

82

R.C.1.S.O./47.

5 - FEB 1948

Office of the
Director of Public Instruction,
Madras, dated 3-3-48.

From

Sri T.P.Santanakrishna Naidu, B.A., L.T.,
Special Officer,
Office of the Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

pp 98-99 ante

Sir,

Sub:- Schools - Secondary - Reorganisation Recognition of secretarial course an adequate qualification for appointment as Lower Division Clerks and similar posts in Government service abolition of optionals.

****

16571

Ref:- Memorandum No.84391 B1/47-16 Edn. dated 23-2-48.

****

(p 95 ante)

As regards the point raised in para 2 of the Registrar's letter (Marked as enclosure 1) I have the honour to state the orders are awaited from Government in reply to this office R.C. 3358 E.1/47 dated 18-2-48 regarding the details with respect to the third language especially on the question as to whether the option is to be between Languages or between the study of a third Language or the non-study of it. However in the syllabus for the regional Languages, allowance has been made for the fact that they will be the media of instruction; and in Government Memo.No.84391 B1/47-8 Edn., dated 17-1-48 an examination at the end of the course in the third language has been accepted. The teaching of English has been decided, according to the same memo to begin in Form II after a consideration of all the representations passed through this office in favour of its being started in Form I.

(C no 5313/48) pp 6-8 of connected file

pp 70-72 ante (para 9 on pp 71-72 ante)

2. Enclosure 2 - points 3 and 4 - will be placed before the Secondary Education Board by the Secretary to whom this reference has been transferred.

T. P. Santanakrishna
4.3.48

SPECIAL OFFICER.

pp 96-97 ante

PKR. 4/3

107 ~~88~~ 83

C.F. 32.

Department	Received ____ Registered ____
From (Name) Sri D.S.Reddi M.A. (Oxon) **Designation** Director of Public Instruction, **Station** Office of the D.P.I., Madras.	**To** ~~The~~ The Secretary to Government of Madras, Education & Public Health Dept., Fort St. George, Madras.

Enclosures: R.C.No. 2737E/47 dated 7th April, 1948. p105 ante

ASST. SECRETARY TO GOVERNMENT
9 - APR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

26088 gm

Sir,

Ref: Edn. & P.H. Memorandum No.84391-B1/47-19 Edn. d/5-3-48.

Sub: Reorganisation of Secondary Education -- opinion of the Universities -- Annamalai University -- Views of the --

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p101 ante p71 ante

The views of the Annamalai University in regard to the position of various languages in the revised curriculum under point 3 of its letter No.10909 dated 25-2-48 are acceptable with reference to para 7 of Government memorandum No.84391-B1/47 dated 17-1-48 (copy enclosed). Remarks on the question of offering of Sanskrit by the candidates were furnished in this office R.C. 3358-E1/47 dated 18-2-48, in which certain points were raised for orders from Government. The views of the

Dealt with in ZF III
(C no 5313 B1/48)

P.T.O.

the University in respect of introduction of Domestic Science as a compulsory subject of study in all Girls' High Schools may also be accepted.

8.4.48

For DIRECTOR OF PUBLIC INSTRUCTION.

AR./8.4.

Government of Madras.
Education & Public Health Department.
Memorandum No.84391-B1/47-8, Edn. dated 17-1-48.

64

Sub: Schools - Secondary - Reorganisation.
Ref: Letter from the Director of Public Instruction, R.C.No.2737 E/47 dated the 5th November 1947.

The Director of Public Instruction is informed that the Government generally approve the classification of schools and bifurcation of courses after the III Form stage recommended by the Sub-Committee of the Board of Secondary Education and accepted by the Provincial Board of Education.

2. As regards bifurcated courses, the Director has suggested that alternatively the Committee's recommendation may be modified so as to apply to Form IV instead of Form V in 1948--49 in which case the Universities should be addressed immediately. He is requested to state immediately whether the introduction of the bifurcated courses from Form IV as recommended by the Provincial Advisory Board is possible now without the rest of the reorganisation being given effect to. He is also requested to report whether the increase in the length of the courses from 2 years to 3 years should result in any additional expenditure to Government and if so, how much under each budget head.

3. The Government do not consider that the technical courses would necessarily be provided for in separate schools; they may, to start with, be provided in the same institutions which provide for academic courses.

4. The Universities are being addressed in regard to the admission to the University courses of the students who take up the technical high school courses under the new scheme of bifurcated courses of study. The Madras Public Service Commission is also being consulted in regard to the eligibility of pupils who take the new secretarial course for admission as lower division clerks and similar posts in Government service. The Director is requested to supply the three Universities and the Madras Public Service Commission with a copy of the report of the Sub-Committee of the Board of Secondary Education, the conclusions of the Provincial Advisory Board of Education on the scheme for reorganisation of Secondary Education and the syllabuses for the new bifurcated courses as early as possible.

The Director is requested, in this connection, to consider and report whether teaching cannot be introduced as one of the specialised subjects for the bifurcated courses in addition to agriculture engineering etc., as there is at present a dearth of trained teachers.

5. The Director is also informed that the opening of trade schools may be referred to the Board of Secondary Education for its recommendations on the steps to be taken as suggested by him.

6. The proposal for the introduction of crafts in secondary schools is being treated as Part II Scheme in 1948--49. An extract of the minutes of the Hon'ble the Minister for Education on the subject is forwarded to the Director of Public Instruction and he is requested to offer his remarks on the suggestion contained therein and also to send a revised estimate of cost if necessary.

7. The Government also accept generally the other recommendations of the Provincial Advisory Board of Education in respect of:

(a) the introduction of citizenship training,
(b) moral and religious instruction,
(c) purchase of reference books for the Provincial Advisory Board.
(d) home craft being made the basic craft for girls high schools. On this subject the Director of Public

7. (Contd.)

(d) (contd.)

Public Instruction is requested to examine and report whether 'nursing should not also form a subject like 'teaching' for specialised subjects in the bifurcated courses.

In regard to the reorganisation of physical education, and introduction of Military Training, an extract of the minutes of the Hon'ble the Minister for Education is enclosed.

8. In regard to the position of languages in muslim schools arrangements will have to be made with reference to the relative position to be assigned to Urdu and the regional languages. This is under separate consideration. The final decision when reached will be communicated to the Director of Public Instruction to enable the Director to draw the syllabuses of those schools.

9. It is proposed to accept the recommendations of the Advisory Board of Education in regard to the position of various languages subject to the condition that the study of either Hindi or Sanskrit or any other classical language should commence from Form I, provision being made for the teaching of the subjects from Forms I to III and that when once a student exercises his option in the Form I by taking Hindustani, Sanskrit, or classical language, he must appear for examination in that subject, as otherwise sufficient attention may not be paid to the study of that language. The Director of Public Instruction is requested to report the extra cost involved on the proposal of the Advisory Board of Education as amended.

M.V. SUBRAMANIAN,
Secretary to Government.

To

The Director of Public Instruction, Madras.
(with paras 3 and 4 of the minutes of H.M.(Edn.) on pp.9 and 9 (a) of the sectional notes and extract of minutes of H.M. (Edn.) on p.14 of sectional notes).

/TRUE COPY/

AR./8.4.

E&PH (B1) Dept.

Please see the letter from the DPI on pages 4-5 ante. The main file ~~is under circulation~~ has been circulated to HM (Edn). This may lie over till that file is received back. Send a d.o. note to P.A. I think reminders will also have the issues in the main file.

11.4.48

The do note below is for approval.

9/4/48

9/4/48

12/4/48

E&PH (B1) Dept.

Schools - Secondary - Reorganisation - Introduction of home craft as basic craft in girls' schools:

—

Memo. no. 84391- B1/47-20 Edn dt 5/4/48.

The Director of Public Instruction is informed that the Annamalai University and the ~~Au~~ University of Madras have agreed to ~~the~~ home craft being made the basic craft in all secondary schools for girls and that the reply from the Andhra University is awaited. The attention of the Director is invited to the minutes of the Honourable the Minister for Education dated 31.3.48 (Copy sent to him direct) and he is requested to submit his reply on the two points raised therein at a very early date.

3.4.48

S

Despatch & then submit. to day

5/4/48

for ngs

To
Dept
✓ The DPI.

1/4/48

2/4/48

E&PH (B1)

Letter Ref. no. 84391-B1/47-21 Edn dt 6/4/48

To

The Registrar, Andhra University,
Waltair.

Dpd 8.4.48

Sir,

Sub: Schools. Secondary. Reorganisation.

Ref: My letters Ref. nos. 84391-B1/47-6, 9, 10 & 11 ~~and 12~~ dated 17.1.1948.

I am directed to invite your attention to the letters cited above and to request you to state when your reply may be expected.

JOS.

6/4/48

6.4.48

6/4/48

32
9/4

File in circn

E&PH (B1) Dept.

D.O. No. 84391-B1/47-26 (Edn D) 12/4/48

Dear Mr. Ravi Varma,
Mr. Gopalaswamy,

Sub: Schools. Secondary. Reorganisation. Introduction of bifurcated courses in 1948-49.

Ref: My letter Ref. no. 84391-B1/47-6 Edn dated 17.1.1948.

pp 66-67 ante

I am desired to invite your attention to my letter referred to above and to ~~enquire when the reply of the University may be expected.~~ request you to expedite reply as the bifurcated courses have to be introduced from the ensuing school year.

12.4.48

w/ S (with p.c)

(fcs placed below)

File in circn to
HM (Edn)

12/4/48

To

Sri R. Ravi Varma MA (Lond),
Regr. University of Madras,
Chepauk, Madras

12/4/48

12/4/48

Sri K. V. Gopalaswamy MA (Oxon) Bar-at-Law,
Regr., Andhra University,
Waltair.

114

B1

SECRETARY TO GOVERNMENT, EDUCATION AND PUBLIC HEALTH DEPT.
19 APR 1948

Recd on 16/4/48

27723

Secretary, E.& P.H.

With regard to the reorganisation of the examination system, certain suggestions were made by the Secondary Education Reorganisation Committee. The Provincial Advisory Board of Education referred it for the consideration of the Board of Secondary Education. I would like to know whether it was again referred to them for their opinions in the matter. I want the next examination to be remodelled on that basis which is far superior to the present existing system. The D.P.I. may take the necessary steps in the direction and let us have his report as soon as possible

TSA
16.4.48

H.M. Education.

Copy to the D.P.I.

SECRETARY, EDN. AND P. H. DEPT.
15 APR 1948
GOVERNMENT OF MADRAS

UNIVERSITY OF MADRAS.

UNIVERSITY BUILDINGS,
CHEPAUK,

No. CR. 1580 A5III
27797

Madras, 15 APR 1948

B1

Dear Mr. Subramanian,

SECRETARY, EDN. AND P. H. DEPT.
16 APR 1948
GOVERNMENT OF MADRAS

p113 ante

Ref: Correspondence ending with your D.O. letter No.84391-B1/47-26, Education, dated the 12th April 1948.

Sub: Reorganisation of Secondary Schools- Introduction of bifurcated courses in 1948-49.

---

p94 ante

I invite your attention to your endorsement No.84391-B1/47,Edn., dated the 19th February 1948. The reply from the Director of Public Instruction, Madras, is awaited.

(in which DPI has been asked to send the details regd by the University)

Yours sincerely,

To
M.V. Subramanian, Esq., I.C.S.,
Secretary to Government,
Education and Public Health Department,
Fort St. George, Madras.

E & PH (B1) Dept.

C. no. 84391-B1/48

Schools - Secondary - Introduction of bifurcated Courses in selected schools - Reorganisation of Examinations.

—

Memo. no. 84391-B1/47-27 Edn. d. 19/4/48.

56/20-4

8/4

18/4

The attention of the Director of Public Instruction is invited to the minutes of the Honourable the Minister for Education dated 14.4.48 (copy sent to him direct) in regard to the reorganisation of the present system of examinations and he is requested to submit the report called for therein as soon as possible.

2. A copy of the D.o. no. CR. 1580 dated 15.4.48 from the Registrar, University of Madras is communicated to the Director and he is requested to furnish the information

p 115 ante

con.

117

information required by the University at a very early date.

16/4/48

16/4/48

17.4.48

To
The D.P.I. (with a copy of p 5 of)

~~Copy to the Registrar,~~
University of Madras,
Chepauk, Madras
(para 2 only).

Dpt 22.4.48

118

90

AS 111

23887

SECRETARY, EDN. AND P.H. DEPT.
1 - APR 1948
GOVERNMENT OF MADRAS

Secretary, E.& P.H.

Provision has been made in our re-organization schemes for home craft to be the basic craft in all girls' schools. The beginning of these courses must be made both in the 1st and 4th forms next year. I hope the D.P.I. is making necessary arrangements for this purpose. He may be asked to report the progress made in this regard.

If we are to introduce homecraft as basic craft in the 1st and 4th forms, it may mean that the secondary schools teachers especially in girls schools may require re-training. If this is so, the D.P.I. may be asked to make proposals for retraining immediately.

ISA
31.3.48
H.M.Education.

Copy to D.P.I.

E & P H (B1) Dept.

Please see the minutes above. The Universities ~~in this~~ Province have been

Con.

119 2

Consulted on the suggestion that home craft may be the basic craft in all girls' secondary schools. The University of Madras and the Annamalai University have agreed to the suggestion; but the reply from the Andhra University has not yet been recd. This agreement by the two Universities has already been communicated to the DPI. He may be requested to submit his reply to the minutes at an early date. The draft memo below is for approval. After issue, the papers may be ~~filed with~~ added to the main file on receipt from circulation.

1/4/48.

LSK
2/4/48

3.4.48

S (a.c)
5/4/48

p111 ante

[Issued as Memo. no. 84391-B1/47-20 Edn dt 5/4/48]

The main file circd to HM (Edn) on 19/2/48.

Remind Andhra University again

3.4.48

Rr. being subd. Separately.

5/4/48

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3 120 91

With reference to the orders in the margin on page 2 ante, a draft letter to the ~~the~~ Registrar, Andhra University is subd ~~below~~ for approval on page 2 cf.

6/4/48.

6.4.48

LSK
6/4/48

p 113 ante [Letter ref. no. 84391-B1/47-26 Edn dt 12.4.1948]

pp115 ante From the Regr. University of Madras, CR. no. 1580 dated 15.4.46.

Please see the minutes of HM (Edn) and the Do from the Registrar, University of Madras on p. 4 and 5 cf respectively. A draft memo to the DPI is subd below for approval.

16/4/48.

LSK
16/4/48

16.4.48

All official letters, packages etc. should be addressed to The Registrar by designation and not by name.

(62/44 (5-5-44) 5,000)

ANDHRA UNIVERSITY.
~~GUNTUR~~

TELE { GRAMS: "UNIVERSITY" GUNTUR
PHONE: GUNTUR No. 8

Waltair, 19th March, 1948.

No. C1-285-1-48.

Encl.

ASST. SECRETARY TO GOVERNMENT
22 MAR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

From THE REGISTRAR, ANDHRA UNIVERSITY

To
The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St. George, MADRAS.

Sir,

21496

Sub: Education - Secondary - Reorganisation. p 91 ante

Ref: Your letter No. 84391 B.1/47-12 Edn. dated 10-2-48.

I have the honour to inform you that the following communications mentioned in your above letter are under consideration of the University authorities concerned and that the views of the University thereon will be communicated to you soon after the Syndicate arrives at a final decision probably at its meeting to be held in the first week of June next.

(1) Your letter Ref. No. ~~94391~~ 84391-B1/47-6 Edn. dated 17-1-48. — pp 66-67 ante

(2) Ref. No. 84391-B.1/47-9 Edn. dated 17-1-48 — pp 73-74 ante

(3) Ref. No. 84391-B.1/47-10 Edn. dated 17-1-48. — pp 75-76 ante

(4) Ref. No. 84391-B.1/47-11 Edn. dated 17-1-48. — pp 77-78 ante

CR.

~~Ag.~~ Registrar.

E & P H (B1) Dept.

The reply may be awaited.

23/3/48

KSK 24.3.48

Pl. speak. Should not action in this case be expedited?

25.3.48

Subd that the main file is not in office. Vide the note on page 2 ante. To ascertain from H.M.'s P.A. at what stage the file is.

30/3/48

KSK 30/3/48

30.3.48

Ascertained from PA to HM that the file has been sent to HM (Edn) who is at present at Coimbatore.

1/4/48 KSK 2/4/48

122

nications should be addressed to the Registrar, Annamalai University, Annamalainag
gnation and not by name.

ANNAMALAI UNIVERSITY

93

ASST. SECRETARY TO GOVERNMENT
20 APR 1948
EDUCATION AND PUBLIC HEALTH DEPT.

18th March, 1948.

REGISTRAR,
NNAMALAI UNIVERSITY,
ANNAMALAINAGAR.

To

The Secretary to Government,
Education and Public Health Department,
Fort St. George, Madras.

Sir,

p10 ante

Sub: Reorganization of Secondary Education

21203
gns

I am to invite your kind attention to this office letter No.10909 dated 25--2--48 and to state that, as modified by the Syndicate, in Sub-Section (3)--under the heading position of various languages in the revised curriculam--the last four lines of the second paragraph commencing from "In respect of candidates seeking admission etc., ... and ending with 'Universityes concerned" may be deleted. pp103-104 ante

As regards the point raised in your letter No. 84391 B1/47-48 dated 5--3--48, I am to invite a reference to this Office Letter No.4445 dated 13-8-47 intimating that the University agrees to admit students at the end of vocational courses to its matriculation examination on the same lines as the Madras University has agreed to do. I hope this will cover cases of all students pursuing a technical career through a subsequent course at a polytechnic or other courses in a Technical High School, under the re-organized scheme.

p101 cf
L.P.II

Your most obedient servan

S. Ramachandran
18-3-48
Rg. Registrar.

N.18.

E & P H (B1) Dept.

Please see the letter from the Registrar Annamalai University. The main file on the subject has been linked to the file re:- the position of Sanskrit in the curriculum of studies and it has been circd. to HM (Edn) on 19/3/48. This may lie over till that file is recd back. 29.3.48

21/3/48.

21/3/48

22.3.48

D.O.No.C1-285-1-48

49/46—(10-5-46)—5,000.

ANDHRA UNIVERSITY.

From
K.V.Gopalaswamy,
M.A.(Oxon)
Barrister-at-Law,
REGISTRAR.

WALTAIR,

Date 15th April 1948.

SECRETARY, EDN. AND P. H. DEPT.
19 APR 1948
GOVERNMENT OF MADRAS

Dear Mr.Subrahmanyam,

Sub: Schools - Secondary-Re-organisation.

p113 ante

Ref: Your D.O.Letter No.84391-B1-11-26 Edn. D/12-4-48.

28/113

I am to inform you that your letters No.84391-B1-47-6,9,10 and 11 dated 17-1-48 on the subject will be finally considered at the ensuing meeting of the Syndicate to be held on 24-4-48 and its views will be communicated to you soon after the meeting.

pp 66-70 ante

pp 73-4 ante

pp 75-76 ante

pp 77-8 ante

MSD/16.4.

Yours sincerely,

K.V.Gopalaswamy

M.V.Subramanian Esq., I.C.S.,
Secretary to the Govt. of Madras,
Fort St. George, Madras.

E P H (B1)

Subd. for perusal.

19/4/48

19.4.48

19.4.48

Very urgent.

Edn & PH (B1) Dept.

C. no. 84391-B1/48.

— Schools - Secondary. Reorganisation. Introduction of bifurcated courses - Recognition of Secretarial Course as an adequate qualification for appt as L.D. clerks & similar posts in Govt. Service - Introduction of craft in middle schools.

—

p106 cf

From the S.O., R.C. 1. S.O/47 Dt 3.3.1948.

—

Memo. no. 84391-B1/47-28 Edn. Dt 29/4/48.

pp 96-97 cf

pp 98-99 cf

The attention of the Director of Public Instruction is invited to para 2 of the letter referred to above and he is requested to expedite his reply to paras 2 to 4 of the letter from the Secretary, Public Service Commission. (Copy forwarded to him with Govt. Memo. no. 84391-B1/47-Education, dated the 23rd February 1948.

P.T.O

126

2. The Director is also, ~~in this connection~~, requested to ~~submit~~ expedite his reply to ~~paras 2 & 6 of~~ Government Memo no. 84391-B1/47-8 Edn 17.1.48 (especially paras 2, 4 and 6 thereof ~~without any delay~~) ~~without any further delay, as orders will have to be issued for the introduction of crafts in Forms I to III of Secondary Schools from the school year 1948-49~~. The matter should be treated as specially urgent as orders will have to be issued for the introduction of the bifurcated Courses & craft in Forms I to III of Middle schools from the school year 1948-49.

To
The DPI.

A
29/4/48

USK
28/4/48

28-4-48

29/4/48

Despatched
29-4-48

R. 5-5-48

p 71 C

Very urgent.

Special

127

Draft I

E & PH (B1) Dept.

96

C.no. 84391-B1/47.

Letter Ref. No. 84391-B1/47-29 Edn dt 29/4/48

To be added to C.no. 84391/B1/47 on receipt from Circs to HM (Edn)

Despatched
29/4/48

To
The Registrar, University of Madras,
Chepauk, Madras.

Sir,

Sub: Schools - Secondary. Introduction of bifurcated Courses in selected schools.

Ref:- (1) My letter Ref. no. 84391-B1/47-6 Edn dt 17/1/48.
(2) Your letter no. C.R. 1580 dt 15.4.48.
(3) Govt. Memo. no. 84391-B1/47-27 Edn dt 19/4/48.

File under issue (interim reply)

I am directed to invite your ~~reference~~ attention to the references referred to above and to request you to obtain the views of the University on the above subject and to communicate them at

a

≠ 128

a very early date, (as orders have to be issued for the introduction) ~~if~~ the bifurcated courses ~~will have to be introduced~~ from the next school year (1948-49)

Yos.

29/4/48

USK
29.4.48

29.4.48

Draft II 129

E & P H (B1) Dept.

G.O. no. 84391-B1/47.

Special

Letter Ref. no. 84391-B1/47-30 Edn. d. 29/4/48

97

To

The Registrar, Andhra University,
Waltair.

Dist. on
29/4/48

Sir,

Sub:- Schools - Secondary - Reorganisation :

File under issue

Ref:- (1) My letters Ref. no. 84391-B1/47-6, 9, 10 & 11 Edn. d. 17.1.48.
(2) your letter D.O. no. C1. 285-1-48 dated 15.4.48.

interim reply

I am directed to invite your attention to the references cited above and to request you to obtain & communicate the views of the University on the above subject at a very early date, as orders have to be issued for the introduction of the bifurcated courses in selected secondary

P.T.O.

schools ~~for~~ from the next school year (1948-49) ~~will have to be issued~~.

29/4/48

29.4.48

Yos.

29.4.48

102-45—12-3-46—5000.]

ANDHRA UNIVERSITY

WALTAIR, 29th April, 1948.

No. C1-285-48.
Encl.
From

THE REGISTRAR, ANDHRA UNIVERSITY

To

The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St. George, M A D R A S.

ASST. SECRETARY TO GOVERNMENT
32497
2 MAY 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Sir,

Sub: Education - Secondary - Reorganisation.

I have the honour to inform you that the Syndicate at its last meeting considered in detail the several aspects of the questions raised in your following four communications on the subject -

1. Ref. No. 84391-B.1/47-6 Edn. dated 17-1-48 - pp 66-67 ante
2. ,, 84391-B.1/47-9 Edn. ,, 17-1-48 - pp 73-74 ante
3. ,, 84391-B.1/47-11 Edn. ,, 17-1-48 - pp 77-78 ante
4. ,, 84391-B.1/47-10 Edn. ,, 17-1-48 - pp 75-76 ante

and resolved that the following views of the University thereon be communicated to you.

The first reference from the Government contains the following issues:

(1) That there should be three types of schools after the Third Form stage, viz.:

(a) Trade Schools
(b) Technical Schools
(c) Academic Schools

(2) That the duration of training in these High Schools should be three years and that provision may be made for public being trained in the Technical High Schools to be admitted to the University courses after a special examination or after passing the Matriculation examination.

So far as Trade Schools are concerned, the idea seems to be that the training which the pupils get therein will not have much in common with that obtained in the other two types of schools. Moreover, it is not possible to make anything more than an ordinary skilled worker such as Carpenter or Smith out of a pupil trained only for three years,under such conditions. With these points in view it is felt that while it is desirable to have such Trade Schools for a certain category of pupils organised in large numbers, they need not be mixed up with the other two types of High Schools because the kind of teachers, the method of training and the absence of general or cultural education to a large extent will make the trade schools somewhat distinctive in character. Probably, it is better that they are made part of the Industries Department.

With regard to the other two types, viz., Technical High Schools and Academic High Schools, the essential point seems to be the one relating to such a division of pupils at the Fourth Form stage. This gives rise to various issues. For instance, pupils who have chosen the Technical High School, at the end of their three years' training will generally have to enter into a Polytechnic. Thus the bulk of them will be of the technician class. It is doubtful whether the short duration of three years at the Technical High School when the pupil belongs to the age group 13 to 15 will fit him well for the Polytechnic. On the other hand, if such a pupil wants to become a better qualified professional such as an Engineer or a Doctor, he will have to go back into the University line via. the provision of an extra examination by spending one or more years. This appears to be wasteful and in a way is a consequence of the wrong choice made by or for the pupil at the Fourth Form stage. Considered from these and other points of view, both the duration of training as well as the time and age at which the bifurcation is expected to take place in the scheme appears to be unsatisfactory.

The Academic High School has been in existance for some time and the only issue that has to be discussed relates to the optional subject. This is dealt with below.

The issue raised in the second reference from the Government relates to the abolition of the optionals in the High Schools. ~~[illegible]~~ Provincial Advisory Board seems to have recommended the abolition of optionals in High School classes apparently on the ground that at present the pupil is taking only one optional subject in the High School and therefore in the Intermediate class he has to be taught two more optionals afresh. If this is done, it is argued that all the three optionals could as well be studied afresh in the Intermediate. On close scrutiny, this proposal for the abolition of optionals will be seen to have the consequence of shifting the burden of advanced training into the Intermediate class. The University concedes that this statement does not apply to other optionals so much as to Mathematics. Taking Mathematics, for instance, considerable amount of Algebra and Geometry are now done in the 5th and 6th forms, and in the new scheme of things this will have to be done in the Intermediate. The bulk of students who go in for collegiate education of all types take Mathematics in the High School as their optionl. Although this is a small fraction of the total number of pupils in the High Schools, the effect of the abolition of the optional on the efficient training of this fraction of High School students in their later career viz., at the college, cannot be overlooked or sacrificed. It may be argued that the rest of the High School boys should not be burdened with difficult subjects like Mathematics. The answer to such an argument consists in the provision of alternative optionals which exist in the present scheme of things. After taking all these into consideration, it is felt that it is not desirable to abolish the optionals in the High School classes. If considered necessary, the optional subjects may be classified on a broader basis than at present such as for example, under the headings, Mathematics, History, Physical Science and Natural Science.

The issue raised in the third reference from the Government relates to Women's Education. According to the suggested scheme, Domestic Science should compulsorily be taught in all High Schools for girls. Home craft will be the basic craft till the 3rd form. ~~Therefore~~ after provision is made for such subjects as Horticulture, Farm and vegetable Gardening, teaching, Music and Dancing, Dress-making etc. under the Technical course. The University feels that this subject viz., Women's Education needs to be looked into more carefully and fully, especially from the point of view of the class of girls and the purpose with which the girls take to education in this country at present. It is not sought to make education compulsory for all girls. Accordingly, most of the girls who choose to go to school prepare themselves for a job or a career as may be seen from the fact that in most colleges, more than 90 per cent of the girls now-a-days wish to take Science groups leading to a profession just in the same manner as boys do. Only a few girls take to cultural subjects. With these conditions prevailing in practice, how many will be actually benefitted by learning subjects like Gardening, Music and Dancing, is a matter for consideration.

K

Whether the provision of Domestic Science courses on a larger scale in Intermediate and B.A. classes and the institution of a Domestic Science College would give a different trend should be tried. In Madras more girls are applying for B.Sc. in Home Science then there are seats available.

The issue raised in the Fourth reference from the Government relates to the position of various languages. The University is of the view that the proposals are in general satisfactory and may be given effect to with the proviso that the desirability of teaching English compulsory from form I to form 6 instead of form 2 to form 6 may be considered.

GR.

Registrar.

Education - Secondary - Reorganisation - Trade schools.

Gajapathy
10/5/48

Memo. No. 84391 B,/47 - 32 Edn d/10-5-48.

The attention of the DPI is invited to para 5 of Memo No 84391 B1/47 - 8 Edn d/17.1.48 on the above subject and he is requested to state whether the question has been referred to the Board of Secondary education and if so what are the recommendations of the Board in the matter

Op 20-71 of

8-5-48

despatched
10.5.48

8/5/48

To
The D.P.I.

Education and P.H.(B1).

Schools-Secondary-Re-organisation-Introduction of bifurcated courses in 1948-49.

***

Memo. 84391 B1/47-33 Edn dated 11.5-48.

Iyatmee
11/5/48

proof in linked file I

The attention of the D.P.I. is invited to para 2 of Memo.No.84391 B1/47-8 Edn. d/17-1-48 and he requested to report immediately whether all arrangemen are ready for the introduction of the general scheme for re-organisation of secondary education and the sch for the introduction of bifurcated courses in 50 selected schools during the current year or the latter alone, whether the introduction of the latter from Form IV in 1948-49 is possible without the rest of the re-organisation scheme being given effect to. He is also requested to report whether the increase in the length of the course from 2 to 3 years would result in additional expenditure to Govt., and if so to furnish an approximate estimate of the addl. expenditure involv ed with details of ~~and the amount of~~ addl. expenditure under each budget head-

2. The attention of the D.P.I. is invited to the T.M. d/4-5-48 calling for a statement showing th number of periods allotted for the study of languages and other subjects under the existing scheme of secondary education and he is requested to furnish it immediately as it is required for purposes of comparison with the stt., furnished with the Director's letter Rc.No.1.S0/47 d/26-4-48..

Smile read that separately
Separate file

3. The Director is also requested to state whether the revised syllabuses for the introduction of bifurcated courses have been finalised and are ready

P.T.O.

for adoption.

4. The Director is requested to indicate clearly ~~ly~~ the points on which orders of Govt., are required and to submit a draft of the orders to be issued by Govt., both in respect of the scheme for re-organisation of Secy. education and the scheme for the introduction of bifurcated courses. He is requested to treat the reference as special.

10/5/48

11.5.48

11/5/48

11-5-48

To

The D.P.I.

F. 32.

EDUCATION Department

From (Name) SRI D.S. REDDI M.A., (OXON).,

Designation DIRECTOR OF PUBLIC INSTRUCTION,

Station MADRAS.

Received ______ Registered ______

To

The SECRETARY TO GOVERNMENT,
Education and Public Health Department,
MADRAS.

Special

Enclosures :

RC. No. 2737 E/47 dated 7th May 1948.

Sir,

ASST. SECRETARY TO GOVERNMENT
14 MAY 1948
EDUCATION AND PUBLIC HEALTH

Sub: Schools - Secondary - Reorganization.

REF: Government Memorandum No. 84391-B1 of 47-8 Education dated 17th January 1948 and No. 84391-B1/47-28 dated 29th April 1948.

p70 ante

I have the honour to submit the following remarks regarding paras 2,4 & 6 of the Government Memorandum No. 84391-B1/47-Education dated 17th January 1948.

p70 ante

35507 R4

Para 2:- It is possible to introduce the bifurcated courses from Form IV in a Secondary School and the syllabus for these courses and the cost for 50 schools in 1948-49 worked out will not also undergo appreciable change. Universities have been addressed regarding the introduction of the bifurcated courses at the IV Form stage.

Para 4:- The three Universities and the Secretary Madras Public Services Commission have been supplied with copies of the report of the Sub-Committee of the Board of Secondary Education, the conclusions of the Provincial Advisory Board of Education on the scheme for reorganization of Secondary Education and the Syllabuses of the new bifurcated courses.

p70 ante

Para 6:- With reference to Hon'ble Minister, Education's note dated 14th April 1948 regarding the retraining of teachers and the assembling of District Educational Officers and Inspectresses for a week at Teachers College, Saidapet for a course of instructions on their work in connection with the new syllabuses, the matter is separately under correspondence. For the subject of citizenship a cycle of training courses for teachers has already been started. Proceedings have been issued by the Director of Public Instruction regarding the general school activities

p71 ante

to be.......

to be organised as a fundamental and primary part of the new scheme and these are being worked out in practice during the Citizenship Training Course.

Regarding other points raised in the Government Memorandum dated 17th January 1948 especially in respect of languages reply has been submitted in this Office R.C. 3358 E/47 dated 18th February 1948.

para 7 on p 71 ante

— p/06-7 of in current file

13/5

for Director of Public Instruction.

Ram.13/5/48. 13/5.

Education - Secondary - Reorganization of -

From the DPI RC. No 2737 E/47 d 7.5.48

Special

~~Memo. 84391 B1/47-34 Edn dated 16.5.48~~

The DPI is informed that in connection with the scheme for the reorganisation of secondary education, the Govt have come to the conclusion

(1) that the system of bifurcated courses should be introduced in the selected high schools from Form IV from the school year 1948-9. ~~even though the Madras University has not yet offered its views~~

Drafted 16/5/48

(2) that optionals should be abolished in high schools as recommended by the Provincial Advisory Board

p 8 sectional notes

(3) that English should be taught from Form II to Form VI as recommended by the Provincial Advisory Board and.

pp 13(c) to (d) sectional notes

(4) that 'Domestic Science' should be made a compulsory subject of study in girls schools

p 17(A) sectional notes

2/ In regard to reorganization of Examinations, the Director is requested to communicate the views of the ~~[illegible]~~ Board of Secondary Education as soon as possible.

3. The Director is requested to expedite his reply to paras 1, 3 & 4 of Memo no 84391 B1/47-33 Edn d 11.5.48 and he is requested to submit the drafts of the orders to be issued in regard to reorganization of ~~secondary education by~~ and the introduction of bifurcated courses in 1948-9 by the 19th inst.

pp 136-137 cf

To
The DPI.

Desptd KJS 16.5.48.

15.5.48

15.5.48

16/5/48

141

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007 / 142

104

1,002—27-2-47.

Governor's Secretariat.

36918

Rt

U.O. Note No. 2432/47-5, dated the 15. 5. 48

Subject:—Schools – Secondary – Introduction of Citizenship training a part of the school curricula – E.H. Dept. U.O. No. 84391/B1/47-25 Edn dt 9. 4. 48

19 MAY 1948

E.H. Department may be requested to state when the file on the above subject may be expected.

(Sd) P. Govindan Nair E.H. Department u.o
P.S.G.

19 MAY

Forwarded/By order

T Gopal 15-5-48.
Superintendent
Governor's Secretariat.

w 5/5/48

144

105

143

Rc.No.2737 E/47

Office of the
Director of Public Instruction
Madras, 22nd May, 1 9 4 8.

From

Sri D.S. Reddi M.A.(Oxon).,
Director of Public Instruction,
Madras.6.

B1

To

The Secretary to Government,
Education & Public Health Deptt.
Madras.

ASST. SECRETARY TO GOVERNMENT
24 MAY 1948
EDUCATION AND PUBLIC HEALTH DEPT.

38290

Sir,

Sub: Schools -- Secondary -- Re-organization--
Introduction of bifurcated courses in
1948-49.

p 136 ante

Ref: Govt. Memo.No.84391 B1/48-33 Edn. Dated
11.5.1948.

The following are the arrangements already made: --

(i) Instructions have been issued to all Secondary schools to re-organize themselves on activity basis (copy of Proceedings No.388 J/48 dated 8.4.1948 enclosed).

M 154-158 infra

(ii) The schools for the introduction of Pre-technological, Aesthetic and Domestic, and Secretarial courses have been selected and financial provision has been made for their equipment for the new subjects.

(iii) All the draft syllabuses except those in Sanskrit, Arabic and Persian and Chemical Technology, Leather Technology, and Textile Technology have been publiched in the Gazettee and steps are being taken to finalise these syllabuses except those in languages. The finalisation of the syllabuses in languages will be taken up on the basis of the orders now received on the relative position of the several languages.

(iv) Copies of the draft syllabuses which are printed will be placed before Secondary Education Board. The other syllabuses and the finalised syllabuses will also be placed before them as soon as they are ready.

M

(v) Training of teachers to teach the new subject "Citizenship" has begun as sanctioned in G.O.No.846, Education dated 9.4.48. There are ninetyfive teachers now under training and about 1000 teachers at the rate of one teacher per school are exppcted to be trained during the course of the year.

(vi) According to a note of Hon'ble the Minister for Education, the proposal is being considered for the assembling of District Educational Officers and Inspectresses to give them instructions on the implementation of the re-organized scheme.

(vii) The subject of the publication of a departmental bulletin cheifly for Basic Education is under correspondence with Government. It is hoped that the same bulletin may be used for communicating instructions on the implementation of the new scheme.

(viii) Copies of the report of the re-organisation committee and the recommendations of the Provincial Advisory Board together with reprints of draft syllabuses have been furnished to the three universities and the Madras Public Service commission as required in Government Memo. No.84391/B1 dated 17.1.1948.

2. The arrangements have yet to be made in regard to the approval of the syllabuses by the Secondary Education Board and the amendment of the rules for the grant of S.S.L.C.s and the embodying of these revised syllabuses and rules in the S.S.L.C. scheme. The universities have yet to accept the scheme for the purpose of admission of students passing out of Reorganized course into university courses; they have, however, been furnished with the copies of the scheme and the recommendation of the Provincial Advisory Board on the scheme. Pending the incorporation of seuh conditions as the universities may prescribe and the revision of the rules for the award of S.S.L.Cs the scheme of re-organization may be approved by Government for introduction in 1948-49.

3. Regarding cost of expenditure in relation to the length of the courses attention is invited to the reply to para 2 of Government Memo. No.84391 B1/47-8 Education dated 17.1.1948 furnished in this office Rc.No.2737 E/47-8 dated 13.5.1948

4. As regards the introduction of "Teaching" as a subject of high school study under the new scheme, the financial aspect is separately under investigation. It is, however, possible to introduce the subject in 1948-49 in Form IV pending the decision about the question of stipends or scholarships which will be dealth with separately.

5. The reply to telephonic message dated 4.5.48, calling for a statement showing the number of periods allotted for the study of languages etc., was furnished by telephonic message on 11.5.1948.

6. The draft revised syllabsues have not been ~~fmx~~-finalised but are in the course of finalisation. The actual time for finalisation depends on the extent of the criticisms and suggestions received and of the consequent revision before finalisation. Attempts are, however, being made to finalise all of them before the end of June 1948.

7. The points on which orders of Government are required are: --

(i) Approving the scheme of reorganization in general as recommended by the Secondary Education Board, and approved by the Provincial Advisory Board. For this purpose the principles accepted in Govefnment Memo.No.84991 B1/47-48 Education dated 17.1.1948 have to be embodied in the G.O. Viz., the classification of schools into Academic, Secretari Aesthetic and Domestic courses and pre-technological after III Form stage the provision forthe Technical course in the same institution as those which provide for academic courses the introduction of citizenship training, the inclusion of moral and religious instruction and the position of the various languages.

(ii) Authorising the Director to introduce the reorganized syllabus in anticipation of the approval of the secondary Education Board, and the necessary amendment to the S.S.L.C. rules in accordance with the reorganized scheme.

(iii) Approving the addition of teaching as a variation of the Academic or literary course after the financial aspect is considered and if Government desire its addition.

(iv) Authorising the Director of PublicInstruction to revise the Secondary Grade Training Syllabus on the basis of the reorganised scheme for Forms I to III.

(v) Defining the forms in which this new scheme is to be introduced viz.,

(a) Form I in all schools in 1948-49

(b) Form IV -- diversified courses and the general educational subjects which go with them in the schools selected for their introduction in 1948-49.

(c) In Form IV academic courses in all the other schools in 1948-49 if the Government so desired.

(d) Specifying that the V-VI Forms in 1948-49 and Form VI in 1949-50 will follow the old scheme.

(e) Declaring introduction of the full range of diversified courses in Form IV in all schools in 1949-50

8. The draft of the G.O. to be issued is enclosed herewith as annexure to this letter.

I have the honour to be,
Sir,
Your most obedient servant,

for Director of Public Instruction.

GAW/24.5.1948.

Annexure

ORDER:

The Government have hade under their consideratio for some time past a scheme of Reorganisation of Secondary Education in the Province with a view to make this grade of Education more efficient, practical and useful and provide scope for a variety of courses as compared with the existing uniform course leading up to the award of S.S.L.C. and the declaration of eligibility of qualified candidates to university courses only.

Government, therefore, invited the Secondary Education Board to consider this question with reference to the changed conditions which had arisen since the previous scheme of Reorganization by the introduction of what were known as Bifurcated courses was ordered to be held in abeyance. The Secondary Education Board accordingly considered the matter and made the following recommendations: (1) that after the completion of the III Form there might be two types of courses open to pupils Viz., (a) Trade schools and (b) Diversified secondary school courses. The aim of the former will be to train pupils into skilled craftsmen able to earn their livelihood in a trade at the end of the course and the aim of latter will be to provide varied courses to suit the varying aptitudes of pupils. To this end the Board recommended four types of courses, viz., Literary or Academic, Secretarial or commercial, pre-technologica and Aesthetic and Domestic Science.

This scheme of diverse courses as recommended by the subcommittee of Secondary Education Board and endorsed by the Provincial Board of Education has been accepted by the Government and they are now pleased to order that this scheme should come into force from the next school year and that the courses should commence from Form IV from the year 1948 -49. Government do not however, consider that the technical courses should be provided for in separate schools. They should at least for the present be provided for in the same institutions which provide Academic courses.

To begin with Government have selected 50 schools for the introduction of these diversified course, and the Director of Public Instruction has been authorised to approve the introduction of the following courses of studies in Secondary schools from the curren year 1948-49.

(1) Secretarial
(2) Engineering
(3) Agriculture
(4) Drawing and painting
(5) Music
(6) Dancing
(7) Domestic Science and Cooking
(8) Teaching.

Remains attached to the draft

The subjects that will be taught under each course of studies and the proportion of time suggested for each subject are noted in the annexure.

With reference to the curriculum in Forms I to III, it is the declared policy of Government that education at this stage should be a natural continuation of Basic Education and should be based upon activities They are accordingly pleased to order that the curriculum should be based on a main craft and that the teaching of all subjects should be correlated with that craft. They are pleased to approve for the present the following crafts from among which one or more may be chosen by boys' schools: --

Handloom weaving
Wood work
Gardening and Agriculture.

and Home craft for all girls' schools. They approve

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approve the inclusion of the following other subjects and authorise the Director of Public Instruction to finalize the syllabuses in these subjects already published in Fort St. George Gazettee; First language Second language from Form I, Third language (English) From Form II, Mathematics, General Science, Social studies, citizenship training, Arts, Physical Education Religious or moral instruction.

Z

The Director of Public Instruction is also empowered to revise the Secondary Grade Training syllabuse on the basis of the Reorganization scheme for Forms I to III.

Government have also carefully examined the question of languages and are pleased to declare that at both the stages of Form I to III and Forms IV to VI the regional language shall be the first language, the National language, Hindustani as Second language, alternatives to it being Sanskrit, Persian, Arabic or Urdu. Those who have offered Urdu will be required to learn Nagari script also. English will be the third language.

A pupil in Andhra, Kerala and Karnatak areas shall be required to offer any one of the languages mentioned above as a second language in Forms I to III whereas in Tamil Nad, the study of any one of these languages as a Second language shall be optional. This option will not extend beyond Form III. Pupils may be permitted to study in Forms IV to VI, a second language different from the one studied by them in Forms I to III provided their attainments in the language are up to the standard.

X

The Government are pleased to direct that dur the year 1948-49 the existing syllabuses shall be followed for the languages in all Forms except in For and that the new syllabuses in the First and Second

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languages be introduced in 1948-49 in Form I and that the new syllabus in English be introduced in 1949-50 in Form II.

Orders will be issued separately about the conditions of admission to university courses, polytechnic institutes and the eligiblity to Public Service of candidates who complete (a) the Diversified courses of study and (b) on the opening of Trade schools.

The Director of Public Instruction is authorised to issue such further instructions as may be necessary to clarify the above principles and to propose the necessary amendments to the S.S.L.C. scheme and the syllabuses attached thereto.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

C.No.388-J/48 dated 8th April 1948.

***

SUBJECT: Reorganisation of Secondary Education - Executive instructions - Issued in advance.

***** PR *****

Pending the orders of Government on the Curricular details of the proposed reorganisation of Secondary Education, the Director is pleased to issue the instructions contained in the annexure to these Proceedings relating to the General organization of the work and activities of Secondary schools.

16.4.48

for DIRECTOR OF PUBLIC INSTRUCTION.

To All Officers corresponding direct with the Director.
Copy to all sections in the office.
Copy to Special Officer (2copies)
Copy to J section (4 copies)
RECORD: 50 copies).

RAMU.10.4.48.

15/4/48

130 Copies

COPY OF Executive Instructions proposed to be issued to Head-teachers and Inspecting Officers in advance of full handbook and detailed Syllabuses.

***

Pending the orders of Government on the curricular details of the proposed reorganisation of Secondary Education in the province, the Director of Public Instruction is pleased to issue the following instructions relating to the general organisation of the work and activities of Secondary Schools which are to be the pre-requisites for the introduction of the new scheme and to impress on the heads and teaching staffs of institutions and the managing and inspecting agencies that these activities are to be as much an essential part of the new scheme as the curricula to be prescribed and the syllabuses in the several subjects to be issued shortly.

The activities referred to in these instructions are to be organised not only in the forms in which the syllabuses of the re-organised courses are ordered to be introduced in 1948-49, but also in all the other forms and in the primary classes, in the schools which have primary sections, in a suitably modified form.

Many of these activities were regarded in the past as 'extra-curricular' and as such they were given a secondary and even nominal place, and some among them were given no place whatever, presumably for the reason that they had no examination value. But as the new scheme envisages reform in the system of examinations and attaches high value to the day to day school work and to all school activities, no distinction will be made in future between curricular and extra-curricular activities and all activities will form an integral part of curricular work and opportunities should be provided for all pupils to participate in them, while the members of the staff will be required to organise and conduct them with the same thoroughness and efficiency which only curricular subjects were in the past considered to be entitled to.

While arrangements are being made for the re-training of teachers to organise educative, co-operative and social activities and to intergrate them with formal instruction and systematic development of skills, modes of behaviour and habits of action among the pupils, a considerable amount of work on these lines can be carried out even in advance of such training if all teachers endeavour to acquaint themselves with the details of these activities in the same way as individual teachers have done as leaders of extra-curricular activities in the past, for which except in the case of Scouting and Guiding no special training was hitherto available.

The constitution of the pupil-body of every secondary school as a responsible, selfgoverning community acting with the advice and under the guidance of teachers as counsellors will be regarded in future as important a requirement of the work of the school as the covering of a theoretical syllabus for instance, in History and Civics, and of the passing of a large proportion of pupils in a written examination based on such a syllabus in the past. Student committees should be appointed and made responsible for the carrying out of such parts of the school management as:

i) Punctual and regular attendance,
ii) Orderly and graceful movement,
iii) Observance of personal hygiene and general school sanitation,
iv) daily school assembly,
v) issue and collection of library books, sports materials, manual training tools and materials and practical work apparatus in classes,
vi) conducting of a school magazine (at least a manuscript one in all schools and a printed one at longer intervals where facilities exist),
vii) school debating society,
viii) School dramatic and entertainment society,
ix) school sports and physical education activities,
x) school excursions and camps,
xi) School exhibitions,
xii) school social service,
xiii) School garden and (if there is one) school farm,
xiv) School museum aviary and acquariam,

and other similar activities, all of which should be planned as

P.T.O.

155

as continuous purposive activities, as the basis of or correlated with formal lessons, as far as such foundation or correlation is naturally possible.

The unit for the committees may be the individual form or forms constituted in two or three stages for the six forms or the school as a whole according to the nature of the activity and the possibility of correlation with lessons, which at present may be incidental but will be more definite and comprehensive when the syllabuses are issued.

An example of such organisation is given below:-

Activities for which the section or form (if it has only a single section) can be a unit with 4 or 5 pupils in charge of each activity for a month and changing over to the next activity in succeeding months:-

Sweeping of classroom floor.
Maintaining classroom walls clean and free from cobwebs etc.
Dusting of furniture
Dusting of pictures, maps etc. in class room.
Class museum
Class library
Class magazine
Class room drinking water and cups.
Class garden
Class attendance, punctuality, personal cleanliness etc.
Class savings bank.

Activities for which each form (if it has many sections) or each ~~form~~ of the departments (Lower secondary and high school, if each form has only one section) can be a unit, or for which alternatively 'houses' (named after national heroes) can be formed for the whole school:-

Sports and games - Intra - mural
Debating Society
Dramatic Society
Court of Honour (Executive)
Court of Honour (Judicial)

Activities which can be organised with the whole school as the basis, with representatives from each section or form:-

Flag and assembly.
Safety squad
Sports and games - Inter- School
School museum and picture gallery
School reading room
School newsboard
School Choir
School Magazine or annual
School garden
School book and stationery depot
Scout group
Junior Red Cross Group
Social service squads
Squad of pioneers or explorers.

It is not proposed to explain the activities in detail, as any good and uptodate manual on school organisation will give them. Head-teachers are, however, informed that, pending the departmental publication of such a manual for this province, they will find the 'Handbook of Suggestions for Teachers' issued by the Board of Education, (England) useful; some of the activities are also described in the Madras Elementary Education Manual (Government Press, Madras).

All the committees between them should absorb all the pupils. A system of rotation by which each pupil will get experience in all the activities should be planned and the tenure of the committees should be fixed as a school term, or such other part of the school year as may be convenient, with due regard to making the experience substantial and lasting.

P.T.O.

~~156~~

111

Although leaders will normally be elected, considerable guidance should be given to make the elections intelligent, orderly, decorous and fruitful, and in themselves a form of civic training, and to make the leaders realise their responsibilities.

At least two kinds of records should be required to be maintained by the pupils; one a record of the work of the committees and the other the pupil's individual record of his own acquisition of skills and knowledge and of his progress in general. When the new scheme comes fully into force these records will form for the pupils the connecting link between the activities and formal instruction while the teachers will then maintain their own records of the schemes of connection and correlation and the progress towards the preplanned objectives of the syllabus in the first instance and of life in society itself ultimately.

It is expected that teachers may already be familiar with the activities in some degree in the form of extracurricular activities in their own or other neighbouring schools and conducted one or more of them themselves. But what the new scheme demands is much more than mere acquaintance with them or a past connection with conducting them; it is active participation and practice by every teacher with the necessary recognition and appreciation of their integral connection with school work and the educative process itself. Teachers are therefore expected to refresh such knowledge and training as they may have in the past and add to it by present endeavour to make themselves up to date and fully prepared for their work.

In endeavouring to make themselves uptodate all teachers and head-teachers are particularly advised to obtain and study Nai Talim literature on Basic Education to understand and appreciate the setting of the new scheme. The books are (1)Educational Reconstruction (1/-), (2)Basic National Education (-12/-) (3) The Latest Fad (Kripalani) (1/4) (4) Seven years of work (-8) (5) Cardboard modelling (1/4) (6) Basic National Education - Revised Syllabus for Grades I - V (1/-) (7) Basic National Education - syllabus for Teachers' Training school (1/8) (9) The Activity School, By Adolph Ferrier; and these books are available from Tamil Nad Basic Education Society, Kilamoongiladi, Chidambaram, or Tamil Noolagam, 3, Sambasivam Street, Theagarayanagar, Madras 17.

While further detailed instructions on the activities in general are considered unnecessary at the present stage, the Director of Public Instruction however desires to impress on all teachers and head-teachers the special value of two among these mentioned, which are the Daily School Assembly and Organised Social Service by the School.

Although the Daily School Assembly in its orderliness and solmnity has certain points in common with an assembly gathered solely for congregational prayer, teachers and headteachers should appreciate the wider and more comprehensive function of the former and its educational purpose and endeavour to obtain its full benefits by properly planning it in advance for every day. It should be remembered that the assembly brings into homogeneity the scattered disposition of the pupils and helps to bring it to focus on the day's work and purpose in relation to the conditions and circumstances of the day. The manner of orderly assembly and the general silence and solemnity largely achieves the first purpose. Serious music further helps this object and a specially selected non-denominational song or the school song (which every school should have) or both, together with the National Anthem, will be the most suitable form of music, sung in chorus by all or by a ~~school~~ selected group of pupils but the National Anthem and the school song should be sung by all, teachers not excepted). If the assembly is held in the open, a special place should be appointed and may well be marked by the school flagstaff; and the school flag, if there is one, or the National Flag, may be hoisted just before the singing. The second purpose is achieved by a brief address not extending beyond five minutes with reference to, but not by any attempt at a summary of the events of the day and the work for the day before the school community. A minute or two of general announcements should close the assembly.

P.T.O.

The flag, if the assembly is held in the open, need not be hauled down after the assembly, but hauled down only at sunset, when the school bell can be rung to indicate it, so that all stand to attention wherever they are, without any need for assembling again. It should be remembered that ~~in~~ as much as the flag is to be ceremonially hoisted every morning, it is but logical that it is hauled down at some part of the day; and sunset is a most suitable time for it.

Full instructions on the hoisting of the Flag ~~are being~~ have been separately issued.

The aim of Organised Social Service is two-fold; firstly, it is to train the pupils themselves for life by the practical activities connected with such service; and secondly, it is to create continuity and connection between the school and the society served by it, thus making the school a community centre serving not only the youth but also the adult population of the place. It should therefore be an essential part of the work of the school to provide certain definite concrete social service activities, some of which, like street-cleaning campaigns, may be suitable for pupils of all ages and forms and others, like adult education programmes, may vary according to the ages and educational grades of the pupils. Examples of social service activites are -

(1) Street cleaning campaigns;

(2) Celebration of national festivals and heroes days;

(3) Providing periodical entertainment (a) to the younger children of the area (b) to the adults of the area.

(4) Helping in a peoples' reading room and library;

(5) Picture-illustrated talks and actual demonstrations of physical activites to the public;

(6) Running a first-aid station;

(7) Organising exhibitions to educate adults in better ways of living, e.g., the HERL Smokeless Stove;

(8) Demonstration of cottage industries;

(9) Organising special days like children's day, old peoples' day, animals' day, tree-plating day, gardens day, health week etc., and following them up with continued activities in the respective lines.

It is not the intention of the Director of Public Instruction that all the activities tindicated should be started at the same time or in any undue haste. But at least a few should be selected according to the qualifications of the existing staff and begun in a substantial way and maintained continuously. Their progress and such results as may be observed may be got recorded by the respective student-leaders and these records reviewed and preserved as a guidance to further progress and as examples for recording the new activities started subsequently. Apart from these detailed records, the headteacher will be well- advised to maintain an informative log book recording the chief developments periodically.

P.T.O.

All the above activities ought to be regarded as an integral part of school organisation contributing to what is known as 'Tone' of the school. This 'tone' can be symbolised further by the type of decorative pictures and mottos in the Class Rooms and Assembly Halls and, above all, by a distinctive school crest and school motto, the significance of which should be understood by every one in ~~xxxx~~ the school. The crest and the motto should place an ideal before the staff and the pupils towards which to strive as a school in conformity with the general aim of education distinguished by the individuality of the school and its special tone.

Ramu.10.4.48.

Education and Public Health Deptt.
B 1 section.

Education Secondary - Reorganisation- Orders passed

84391 R/47

Order Ms No 1394 Education dated 29.5.48

The Govt have had under ~~them~~ consideration for sometime past a scheme for the reorganisation of secondary education with a view to make it more efficient , practical and useful and at the sametime to provide scope for a variety of courses to suit the aptitude of the pupils. The Board of Secondary Education was asked to go into the question and suggest a comprehensive scheme. The Provl. Advisory Board of Education considered the scheme & made their recommendations. The Govt have carefully considered the recommendations made by the Board and they proceed to pass the following orders.

2. Provision of three types of schools for study after III rd Form (Trade schools, Technical high schools and Academical high schools) and introduction of bifurcated courses.

pp 4 to 5(b) of sectional notes

The question of opening trade schools is under separate consideration. The Govt do not consider it necessary to open separate Technical high schools at present . They have decided that it will be sufficient if the diversified secondary school courses are introduced in the existing high schools providing for literary or academic courses. They have accordingly issued orders separately sanctioning the introduction of certain bifurcated courses of studies in selected high schools commencing from Form IV in the current year.

3 Abolition of optionals in high school classes

pp 95 cf + 101 cf
pp 7-8 of sectional notes

The Madras and the Annamalai Universities have agreed to the proposal. The Andhra University has suggested that if necessary the optional subjects may be classified on a broader basis than at present. The Govt accept the recommendation of the Board of Secondary Education and direct that optionals be abolished in high school classes. *

* This will come into effect from 49-50 as the reorganised courses will be begun in the IV Form this year - 1948-49.

4. Position of various languages

p 12 of sectional notes

The Provincial Advisory Board agreed by a majority

(1) that English should be taught compulsorily from Form II to VI instead from Forms I to VI as recommended by the Board of Secondary Education

(ii) that provision should be made for the teaching of Hindustani in Forms I to III and

~~(iii) that pupils may choose between [illegible]~~

161 2

that pupils may choose between ~~betwen~~ Hindustani or a foreign or classical language in Forms IV to VI in addition to the regional language.

The Government considered that provision for the teaching of Hindustani or Sanskrit or any other classical language should made in Forms I to III also and that once a pupil exercises his option in Form I he ~~must~~ appear for examination in that subject. / ~~They~~ — p75 of

~~accordingly obtained~~ The views of the Universities were obtained ~~in the matter~~ in the matter. The Madras and Andhra Universities ~~have pointed out~~ suggested that English ~~may~~ might be taught in Forms I to VI instead of in Forms II to VI. As Hindustani is to be taught from Form I, the Govt ~~consider~~ that it will be sufficient if ~~the study~~ of English is ~~commenced~~ taught in Form II, to VI

p95 of

p132 of

p13(a) of sectional notes

~~The Govt have in this connection~~ ~~the Govt have~~ On ~~considered~~ the question of the ~~importance to be attached to~~ the study of ~~Sanskrit and~~ Hindustani (e.g. Sanskrit & other languages) in future ~~and have decided~~ the Govt., after reviewing the recommendations of the Provincial Advisory Bd., have decided as follows:-

21 of the circulated file

(1) that Hindustani should be taught in Forms I to III instead of in Forms II to IV.

(2) that students should be allowed the option to ~~to~~ take Hindustani, or any other classical language such as Sanskrit, Arabic or Persian, or Urdu, in Forms I to III and once they exercise that option they should appear for examination in that subject. Students who offer Urdu should learn the Arabic script also — at both the stages of Forms I to III and Forms IV to VI —

(3) that henceforth throughout the secondary school course, the regional language should be the first language, ~~that~~ Hindustani or its alternative~~s~~ should be the

| X

/ In Tamilnad unless the parent expresses ~~exercises~~ his wish not to exercise the option for one of the languages in the group, it will be presumed that the boy has exercised the option if he attends the class for any of the languages. Examinations will be held for these languages also.

~~(3) that in Forms IV to VI should have the option to study~~ in addition to ... language a second ~~another~~ language such as Hindustani or Sanskrit ~~or~~ Persian or Arabic, or Urdu, or any foreign language, and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods and that those who want to take the regional language alone should take eight periods in that language. X on p150 of

Pupils ~~They~~ will be permitted to study a language different from the one studied by them in ~~Forms~~ I to III provided their attainments in that language are up to the standard

5 Religious and moral instruction

The Govt accept the recommendation that formal instruction should be avoided without prejudice to the existing provision for religious instruction under a conscience clause. The D.P.I. is requested to issue the necessary instructions in the matter. In schools specially intended for Muslims religious instruction will be regulated with reference to G.O. No 1727 Edu d 22.9-33 and No 266 Edu d 7.2.48 ~~the status quo will be maintained.~~

p21 of sectional notes

6 Citizenship Training

The Govt agree with the Board that this is very necessary and they accordingly direct that it should be made a part of the school curriculam. The syllabus for Forms I to VI has been prepared and will be approved separately.

p10 of sectional notes

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3 162 114

7 Introduction of crafts in all secondary schools

pp8-9 of sectional notes

The Govt consider that education in Forms I to III of secondary schools should be a natural continuation o Basic education in the Elementary schools and that the curriculam of studies for ~~middle schools~~ Forms I to III should be based on a main craft and that the teaching of all subjects should be correlated with that craft. They accordingly approve, for the present, three crafts for boys schools Viz Handloom weaving, Woodwork, Gardening and Agriculture among which one or more may be chosen. In Girls schools, Home craft will the basic craft in Forms I to III and after Form III Domestic Science will be a specialised subject of study and examination in all high schools for girls. // The other ~~languages~~ subjects to be taught in Forms I to III, will be the first and second language, from Form I, third language (English) from Form II, Mathematics, General science, Social studies, Citizenship training, Arts, Physical Education, and Religious ~~and~~ or moral instruction. ~~The D.P.I. is authorised to~~ The time that will be allowed for the study of each subject is shown in the annexure † The DPI is authorised to finalise the syllabuses in these subjects. The Director is also requested to revise the Secondary Grade Training syllabuses on the basis of the reorganisation scheme for Forms I to III and submit them to Govt for approval.

pp16-17 of sectional notes

Z on p150 of

Z on p150 of

† The time indicated is only suggested.

8 Orders will be issued separately inregard to

(1) Reorganisation of Physical Education and introduction of military training (Formation of a junior division of the National Cadet Training Corps)

(2) Reorganisation of Examinations

p14 of sectional notes

p18 of sectional notes

9 The draft syllabuses are in the course of finalisation. Orders on the syllabuses will be issued as soon as they are ready. ~~They will be placed before the Board of secondary Education for approval and then finally issued.~~ Necessary amendments have also to be issued to the S.S.L.C. scheme embodying the revised syllabuses and rules in the scheme. The Govt consider that the introduction of the new scheme need not be delayed on this account. They accordingly direct that the new scheme be introduced in Forms I and IV in all schools in 1948-9 The old scheme

pp144-145 of

Y on p150 of

will continue to be inforce in Forms II ~~&~~ III, V and V1 in 1948-9 and in Form III & V1 in 1949- 50. The D.P.I. is authorised to introduce the reorganised syllabus in anticipation of the approval of the Board of Secondary Education and the issue of the necessary amendments to the S.S.L.C. Scheme. Inrespect of languages, during 1948-9 the existing syllabuses should be followed in all forms except Form I

† The Govt. would like to make it clear that the contemplated reorganisation is essentially a matter of a change in the outlook on education rather than merely the content of instruction. It is essential that our education must be through activities intended to bring about the best in our children. The school must become an active social centre and attempt to train the children for life. Civic and other social studies must be taught through actual organisation of such lives in the school and by maintaining cleanliness of personal and social habits in the school itself.

syllabuses attached thereto at an early date.

26/5/48

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27/5/48

To
The D.P.I.
,, Director of Information and Publicity

Despd
29/5

Annexure

Annexure.

No.	Subject	Number of periods in each Form.		
		I	II and III	IV to VI Literary *
1.	Fi[illegible]r Regional Language.	6	6	4
2.	Arts and Crafts.	7	3	4
3.	Second Language (Hindustani, Sanskrit , Persian, Arabic or Urdu.	3	3	4
4.	Third language - English.	-	6	6
5.	Mathematics.	5	5	5
6.	General Science.	4	4	4
7.	Social Studies.	4	3	3
8.	Citizenship.	2	2	2
9.	Physical Education.	3	2	2
10.	Religious or Moral Instruction.	1	1	1
	Total number of periods.	35	35	35

* For 'Teaching' 4 periods from Arts and Crafts and 2 periods from other subjects are proposed to be taken.

AR./24-5.

24-5-48

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7 - JUN 1948 4

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Government of Madras

EDUCATION AND PUBLIC HEALTH DEPARTMENT

(Education)

G.O. No. 1394, 29th May 1948

Education—Secondary—Reorganization—Orders passed.

Order—No. 1394, Education, dated 29th May 1948.

The Government have had under consideration for sometime past a scheme for the reorganization of secondary education with a view to make it more efficient, practical and useful and at the same time to provide scope for a variety of courses to suit the aptitude of the pupils. The Board of Secondary Education was asked to go into the question and suggest a comprehensive scheme. The Provincial Advisory Board of Education considered this scheme and made their recommendations. The Government have carefully considered the recommendations made by the Boards and they proceed to pass the following orders.

2. *Provision of three types of schools for study after III Form (trade schools, technical high schools and academical high schools) and introduction of bifurcated courses.*—The question of opening trade schools is under separate consideration. The Government do not consider it necessary to open separate technical high schools at present. They have decided that it will be sufficient if the diversified secondary school courses are introduced in the existing high schools providing for literary or academic courses. They have accordingly issued orders separately sanctioning the introduction of certain bifurcated courses of studies in selected high schools commencing from Form IV in the current year.

3. *Abolition of optionals in High School~~s~~ classes.*—The Madras and the Annamalai Universities have agreed to the proposal. The Andhra University has suggested that if necessary the optional subjects may be classified on a broader basis than at present. The Government accept the recommendation of the Board of Secondary Education and direct that optionals be abolished in high schools classes. This will come into effect from 1949–50 as the reorganized courses will be begun in the IV Form this year 1948–49.

4. *Position of various languages.*—The Provincial Advisory Board agreed by a majority—

(i) that English should be taught compulsorily from Form II to VI instead from Forms I to VI as recommended by the Board of Secondary Education,

(ii) that provision should be made for the teaching of Hindustani in Forms I to III and that pupils may choose between Hindustani or a foreign or classical language in Forms IV to VI in addition to the regional language.

The views of the Universities were obtained. The Madras and Andhra Universities suggested that English might be taught in Forms I to VI instead of in Forms II to VI. As Hindustani is to be taught from Form I, the Government consider that it will be sufficient if English is taught in Forms II to VI. On the question of the study of Hindustani and of Sanskrit and other languages in future the Government, after reviewing the recommendation of the Provincial Advisory Board, have decided as follows :—

(1) that Hindustani should be taught in Forms I to III instead of in Forms II to IV ;

(2) that students should be allowed the option to take Hindustani, or any other classical language such as Sanskrit, Arabic or Persian, or Urdu, in Forms I to III and once they exercise that option, they should appear for examination in that subject. Students who offer Urdu should learn the Nagari script also—at both the stages of Forms I to III and Forms IV to VI.

(3) that henceforth throughout the secondary school course, the regional language should be the first language, Hindustani or its alternative should be the second language and English the third language ; and

(4) that the study of Hindustani or its alternative in Forms I to III should be compulsory in Andhra, Kerala and Karnataka but optional in Tamilnad. In Tamilnad unless the parent expresses his wish not to exercise the option for one of the languages in the group, it will be presumed that the boy has exercised the option if he attends the class for any of the languages. Examinations will be held for these languages also. In Forms IV to VI pupils will have the option to study in addition to the regional language a second language such as Hindustani or Sanskrit, Persian or Arabic, or Urdu or any foreign language and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods and that those who want to take the regional language alone should take eight periods in that language. Pupils will be permitted to study a language different from the one studied by them in Forms I to III, provided their attainments in that language are upto the standard.

5. *Religious and moral instruction.*—The Government accept the recommendation that formal instruction should be avoided without prejudice to the existing provision for religious instruction under a conscience clause. The Director of Public Instruction is requested to issue the necessary instructions in the matter. In schools specially intended for Muslims religious instruction will be regulated with reference to G.O. No. 1727, Education, dated 22nd September 1933 and No. 266, Education, dated 7th February 1948.

6. *Citizenship training.*—The Government agree with the Board that this is very necessary and they accordingly direct that it should be made a part of the school curriculum. The syllabus for Forms I to VI has been prepared and will be approved separately.

7. Introd

7. *~~Instruction~~ of crafts in all secondary schools.*—The Government consider that education in Forms I to III of secondary schools should be a natural continuation of basic education in the elementary schools and that the curriculum ~~and~~ studies for Forms I to III should be based on a main craft and that the teaching of all subjects should be correlated with that craft. They accordingly approve, for the present three crafts for boys schools namely handloom weaving, wood work, garden and agriculture among which one or more may be chosen. In girls schools home craft~~s~~ will be the basic craft in Forms I to III, and after Form III Domestic science will be a specialized subject of study and examination in high schools for girls.

with crafts

7. The other subjects to be taught in Forms I to III, will be the first and second languages, from Form I, third language (English) from Form ~~II~~ I, Mathematics, General Science, Social Studies, Citizenship Training, Arts, Physical Education and Religious or Moral Instruction. The time that will be allowed for the study of each subject is shown in the Annexure. The time indicated is only suggested. The Director of Public Instruction is authorized to finalize the syllabuses in these subjects. The Director is also requested to revise the Secondary Grade Training Syllabuses on the basis of the reorganization scheme for Forms I to III and submit them to Government for approval.

8. Orders will be issued separately in regard to (1) Reorganization of physical education and introduction of military training (Formation of a junior division of the National Cadet Training Corps) and (2) Reorganization of examinations.

~~8.~~ 9. The draft syllabuses are in the course of finalization. Orders on the syllabuses will be issued as soon as they are ready. Necessary amendments have also to be issued to the S.S.L.C. scheme embodi~~ed in~~ying the revised syllabuses and the rules in the scheme. The Government consider that the introduction of the new scheme need not be delayed on this account. They accordingly direct that new scheme be introduced in Forms I and IV in all schools in 1948–49. The old scheme will continue to be in force in Forms II and III, V and VI in 1948–49 and in Forms III and VI in 1949–50. The Director of Public Instruction is authorized to introduce the reorganized syllabus in anticipation of the approval of the Board of Secondary Education and the issue of the necessary amendments to the S.S.L.C scheme. In respect of languages, during 1948–49 the existing syllabuses should be followed in all forms except form I and the new syllabuses in the first and second language should be introduced in 1948–49 in Form I and the new syllabus in English should be introduced in Form II in 1949–50.

10 The Government would like to make it clear that the contemplated reorganization is essentially a matter of a change in the outlook on education rather than merely the content of instruction. It is essential that our education must be through activities intended to bring about the best in our children. The school must become an active social centre and attempt to train the children for life. Civic and other social studies must be taught through actual organization of such lives in the school and by maintaining cleanliness of personal and social habits in the school itself.

11 The Director of Public Instruction is requested to issue such further instructions as may be necessary to clarify the principles underlying the scheme for the reorganization of secondary education and to propose the necessary amendment to the S.S.L.C. scheme and the syllabuses attached thereto at an early date.

(By order of His Excellency the Governor)

M. V. SUBRAMANIAN,
Secretary to Government.

To the Director of Public Instruction.

To the Director of Information and Publicity.

ANNEXURE.

Serial number and subject.	Number of periods in each Form.		
	I	II and III	IV to VI literary.
1 First or Regional Language	6	6	4
2 Arts and Crafts	7	3	4
3 Second Language (Hindustani, Sanskrit, Persian, Arabic or Urdu) ..	3	3	4
4 Third language—English	..	6	6
5 Mathematics	5	5	5
6 General Science	4	4	4
7 Social Studies	4	3	3
8 Citizenship	2	2	2
9 Physical education	3	2	2
10 Religious or Moral Instruction ..	1	1	1
Total number of periods ..	35	35	35

* For teaching four periods from Arts and Crafts and two periods from other subjects are proposed to be taken.

NOTE FILE

Reorganisation of Secondary Edn.

118

B1

Re-organisation of Secondary Education. Progress of the Secondary Edn. Bill.

H.M. (Edn.) wants examination of this to be taken up at once. The report of the Provincial Adv. Bd. will come in formally in a few days: but H.M. wants the examination to be taken up meanwhile.

29/9/47

A.S.

The recommendations of the Board of Secondary Education and the Provincial Advisory Board of Education in regard to the reorganisation of Secondary Education, together with the remarks of the Director of Public Instruction have not yet been received from the Director. They may be called for from him.

2. A draft memo is submitted below for approval.

23.X.47

To Memo taken out [illegible]

27/10/47

27/10/47 [Memo. no. 8439 | B1/47-1 Edn. dated 27/10/47].

P.T.O.

From the Director of Public Instruction RC. No 2737 E/47
dated 5. 11. 1947.

The Director of Public Instruction has offered his remarks on the conclusion of the Provincial Advisory Board of Edn. on the recommendation of the Sub. Committee of the Board of Secondary Education in regard to the reorganisation of Secondary Education. They have been examined in the Sectional notes below.

2. The file may be circulated to H.M. (Edn.) for orders on the points raised in the sectional note

16.12.47 S

H.M. (Edn.)

Please see the Sectional Notes

TSA
25.12.47

3/1/48
1/1/48

Please see the minutes of HM (Edn.) in the sectional notes below. The file may now be sent to Finance U.O. for remarks prior to circulation to HM (Finance) with reference to the minutes of HM (Edn) on pp 8-9a of the sectional notes. [Action will be taken later ~~on~~, on other subjects in the sectional notes].

~~after the file returns from Finance~~

3.1.48

3/1/48
3/1/48

A on pp 9a of the Sectional note.

EFPH U.O. No.
84391 B1/47-2
3/1/48.

SECRETARY TO GOVT.
8 JAN 1948
Received ...
220 Exp. A.
DEPARTMENT 5/1/48

Finance ([illegible] I).

The case has come now to Finance with reference to the introduction of basic crafts in the classes from 1st to III fo of Secondary schools. The scheme is outlined in the minute of H.M. (Education) on pp.8-9(a) of Sectional notes. It is intended to make pr[illegible]sion at Rs 100 for 900 secondary schools and make provision for 71 craft instructors on Rs 45-90. The cost involved will be Rs 54,600 p.a. recurring and Rs 90,000 non-recurring on equipment. E.P.H now have remitted the case for acceptance of the proposal for consideration as a Part II scheme for 1948-9. H.M. (Edn.) has minuted that the case may first be circulated to H.M. (Finance) ~~xxxx~~ and may be included in the Part II scheme. (The exact manner by which the equipment grant is to be disbursed to aided and local bodies' schools may be settled later).

X

This Department may agree with the proposals as formulated on pp.8-9(a) of the sectional notes. It is now too late include the item in the Finance Department's general note regarding Part II scheme for 1948-9. The only course open i for the H.M. concerned to press for the consideration of this scheme as an additional scheme at the meeting of Standing Finance Committee to consider Part II schemes on 10-1-48 or at the Budget meeting of the Cabinet on 28-1-48. After approval by H.M. (Finance), E.P.H may prepare the necessary Part II scheme note and after acceptance by this Department send the usual number of copies.

5.1.48

MR
5/1/48

ME
5.1.48

EPH

MR
5/1/48

168
6/1/48

Fin. U.O.
220 E III-1
5/1/48

EPH (B1)

The file may now be circulated to H M (Edn.) & HM (Fin.) for orders whether in view of the Finance Deptt's note above, this scheme may be pressed as an additional Part II scheme for 1948-9 at the budget meeting of the Cabinet on 28.1.48. There is hardly time to place the scheme before the Standing Finance Committee on 10.1.48

5.1.48

5.1.48

S
6/1/48

H.M. (Edn.)

6.1.48

TSA
6.1.48

4

Please see the orders in Circ. on page 3 ante. - A draft Part II scheme note, draft letters to the Universities & MPSC and draft memos to the DPI on the various questions dealt with in the sectional notes are submitted below for approval

Public (Ser) for acceptance of drafts II a/s

The file may be sent to [Finance no. for acceptance of the Part II scheme note, sectional notes on pages ~~5~~ 1-5(b); 9(a) 9(b); 12-13(b) and drafts I III VII (Part II note)

10-1-48

11-1-48 S

IV

Public for a/c of drafts [VI and VIII

17/1/48

Fin

Pub:
Fin: } a/c of draft VIII.

[Issued as Memo 84391 B1/47. 4 Edn D, 12/1/48]

E&PH U.O. No. 84391 B1/47-5 Edn

12/1/48

Public (Ser) Dept.

The notes on pages 1-4 above and the draft II below may be perused and the file passed on to Finance.

15-1-48

15/1/48

CS 15/1

Fin.

ASSISTANT SECRETARY TO GOVERNMENT
141
15 JAN 1948
CHIEF SECRETARIAT

Pub (Ser. A) U.O.
141/48-1
15.1.48.

Fin E3

The draft Part II scheme note may be accepted subject to the alterations indicated in pencil. As regards the other drafts no remarks are called for at this stage. E&P. H. may be requested to send 30 copies of the Part II scheme note to Finance before 17/1/48.

SECRETARY TO GOVT.
2382
16 JAN 1948
FINANCE DEPARTMENT

16.1.48

AS1/ADS/DS

16.1.48

16/1/48

17/1/48

EPH

ASST. SECRETARY TO GOVT.
17 JAN 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Fin. U.O. 2382 E III
17.1.48

The Part II note and all drafts may issue

Issue at once Speed

17.1.48

S

17/1/48

The drafts and the Part II Scheme note have since been issued. The file may be circulated to H.M.(Edn) for information.

21/1/48

x x x x

(2) Reorganisation of Secondary Education.	A References to the three Universities and the D.P.I. issued on 17-1-1948. Part II note on the introduction of craft in Forms I to III has also been issued.

A.2.1

Re. 2, he wanted the file (relating to 'A') to be put up to him immediately - (so that he can arrange if possible to have this item brought under the grant for Basic Education which has recently been decided on by the S.F.C. (by transfer from the item of expansion of Compulsory Education).

M.V.S./21--1--1948.

Or 37
21/1

With reference to the note of Secretary extracted above, the file may be circulated to H.M.(Education).

21.1.48 S

21/1/48

H.M. (Edn.)

This is with regard to reorganisation of secondary education. In basic education, there are two grades, the Junior and the Senior. Reorganisation of secondary education covers the senior basic school system. The introduction of provision for crafts for this system is part of our scheme of introducing senior basic education in our secondary schools and so, this money also may be met out of the funds set apart for the extension of basic education in the L.F. ~~below~~. above

X L.F. II

H.M.Finance's consent may be taken and orders issued on this matter also. As the sanction of the Cabinet will be taken in the item covered by the L.F. ~~below~~ above, it is not necessary that it should go to the Standing Finance Committee again. As the matter is urgent, orders will have to be issued so that all schools can introduce it before the next school year begins. H.M. Finance may please see immediately and issue orders.

L.F. II
Gen. Edn

22.1

TSA
22-1-48

My Secretary points out that the note of H.M.(Fin.) in the other file that the usual circulation to Finance Dept. may be done refers to these 2 files also.

I think the intention of H.M.(Fin.) is that the circulation to Fin.Dept. of these 2 schemes are not necessary but only the circulation of the further schemes for that amount would be necessary. That may be made clear by H.M.(Fin.).

TSA
22-1-48

SECRETARY, EDN. AND P.H. DEPT.
22 JAN 1948
GOVERNMENT OF MADRAS

22-1

Necessary action has been taken in the top file. No action is therefore called for now in this file. The proposal in the Part II Scheme on the introduction of ~~xxx~~ craft training in Forms I to III need not be pressed separately in the Cabinet Meeting on 28--1--1948 as originally proposed, as provision for it is proposed to be met from the provision suggested for the extension of the scheme for Basic Education. Orders on the introduction of craft training can however issue only after the budget is voted by the Legislature.

A — x basic file

⊗ Vide note at 'Z' on p 3 ante

B

2. Finance may see ~~of~~ before circulati

W
26.1.48

TSA
30-1-48

ASST. SECRETARY TO GOVERNMENT, FINANCE DEPARTMENT
2 - FEB 1948

6146 E III

The file referred to at 'A' above was sent to Finance U.O. on 26.1.48. This file may now be marked for Fin. with reference to the note at 'B' above.

W
2.2.48

SECRETARY, EDN. AND P.H. DEPT.
30 JAN 1948
GOVERNMENT OF MADRAS

Finance (E III) 8484

~~It is seen from the notes on p 5 above that~~ H.M. Edn. did not pass the proposal relating to the introduction of craft training in forms I to III of secondary schools ~~[illegible]~~ as an additional ~~a~~ Part II scheme in the meeting of the Cabinet on 28-1-1948, as the provision required for the above scheme was ~~proposed~~ to be met from the provision of Rs 10 lakhs made for extension of basic education in the B.E. 1948-49 ~~with the concurrence of~~ ~~and which has been accepted~~ by the S.F.C. and the Cabinet.

x p 5 above

P

The case may be perused and returned to EPH.

4.2.48

4/2/48

MR
4/2/48

Fin. U.O.
6146 E III-1
4/2/48

EPH
B1.

ASST. SECRETARY TO GOVERNMENT
4 - FEB 1948
8349
EDUCATION AND PUBLIC HEALTH DEPT.

Please see the note of Finance on pages 6-7 above. No further action is reqd. in the file at present.

ORM
7/2/48

6/2/48

From the Registrar, University of Madras, C.R. no 621 dated 14.2.48.

p 94 C f

Please see the notes in the Sectional notes on page 5(c).

W
19.2.48

17/2/48

17.2.48

The notes on pp. 5(c) to 5(d), 7, 13(b) and 17 of sectional notes (& the draft memo below) are for approval.

W
23.2.48 S

20/2/48

From the Registrar, Annamalai University No 10909 d 25.2

The notes on pages 5(d) to 5(e), 7, 13(b) and 17 of the sectional notes are for approval.

W
29.2.48 S

28/2/48

28/2/48

From the ~~Dy~~ S.O., R.C. no. 1.50/47 dated 3.3.48

P.T.O.

Please see the letter from the Special Officer on page 106 cf. The report promised in para 2 therein may be awaited. The question of position of languages (para 1 therein) in the revised curriculum of studies has been dealt with in the linked file.

The Sec. C.G.E. [illegible] the revised on 20.3 [illegible]

8.3.48

CNo 5313/48

6/3/48

USR
7/3/48

8.3.48 11/3/48

The further notes on pages 5(e) to (b), 9(a) to (b), 13(b) to (c) and 17 to 17(a) of the Sectional notes are for approval.

28/4/48

USR
28/4/48

28.4.48

C.No 32497/48. From the Registrar Andhra University no Ca. 285/48 d 29.4.48

pp 127-128

Please see the further notes on pp 5(b), 8, 13c & 17a. of the sectional notes. The file may be circulated to HM (Edn) for orders on sectional notes on pages 8, 13c an 17(a)

USR
7/5/48

8.5.48 10/5/48

HM (Edn) [illegible] of Memo.

[Issued as Memo no 84391 B/47 - 32 Edn d 10.5.48]

Issued as Memo no 84391 B/47 - 33 Edn d 11.5.48

p134 cf

p136 cf

Please see sectional notes with regard to paras 8, 13c and 17(a) referred to above.

TSA
14.5.48

SECRETARIAT, EDN. AND P.H. DEPT.
14 MAY 1948
GOVERNMENT OF MADRAS

C.No 35507/48 - From the DPI RC no 2737 E/47 d 7.5.48

138-139

Please see the letter from the DPI on pages 138-139 cf. He states that it is possible to introduce the bifurcated courses from Form IV in secondary schools and the syllabus for these courses and the cost for introduction in 50 selected schools in 1948-9 already worked out will not undergo appreciable change. The Annamalai University has agreed to the introduction of the courses from Form IV. The Andhra University has expressed the view that the scheme appears to be unsatisfactory. The Madras University has not yet replied. The Commission has no objection to the introduction of the courses from Form IV as proposed.

p132 cf

2. Attention is solicited to the minutes of HM (Edn) on pp 8, 13(c) & (d), ~~17(a)~~ & 18 of the sectional notes & the further notes thereon.

A draft memo to the DPI is submitted below for approval.

USR
15.5.48

15.5.48 [illegible]

[Memo no 84391 B/47 - 34 Education dated 16.5.48]

p140 cf.

p144 cf

From the DPI RC. no 2737 E/47 d 22.5.48

Please see the Director's reply on pp 144-146 cf. He has submitted a single draft order covering the reorganisation of Secondary Education. The question of introduction of bifurcated courses is one of the items of reorganisation and this has been dealt with separately. The DPI has reported that this may be introduced in the current year in the selected secondary schools and a draft order has accordingly been submitted for approval separately.

pp 148-151 cf

Pl see linked file for orders?

2. In regard to the other recommendations it is submitted that although a decision has been reached on the various points dealt with in the sectional notes

10

the revised syllabuses for the various subjects have not yet been finalised, & they should be placed before the Board of Secondary Education for approval before they are finally issued. ~~and. They may not be ready~~ ~~to be followed from the begining of the school year.~~ The DPI has ~~however~~ requested that he may be permitted to introduce the syllabuses in anticipation of their approval by the Board of Secondary Education. The S.S.L.C. scheme has also to be amended.

2 One of the important changes proposed to be introduced is to regard Hindustani or its alternative language as a second language & English as the third language. ~~As the orders in G.O. no 2532 Edn dated 25.11.47 declaring English as the Second language was issued after circulation to HE, the file has to be circulated to HE also before orders are issued~~

(R) pp 17-18

P

3. So far as the introduction of ~~Hindustani~~ the teaching of Hindustani in Forms I to III is concerned there will be no extra cost as the staff employed for giving instruction in Forms II to IV will be utilised for the purpose. Provision has been made in the current year's budget for introduction in middle schools in which the language is not now taught. The expenditure on account of the introduction of crafts in Forms I to III is to be met from the provision made for Basic Education. It is presumed that there will be no appreciable extra cost on account of the other changes contemplated in the scheme. The DPI has not however reported with reference to the last sentence in para 9 of Memo ~~at~~ p 72 cf.

N

M

4 Attention is solicited to the points raised in para 7 of the Director's letter on pp 145-146. Subject to orders, a draft order is submitted below for approval. Finance may see prior to circulation

40044
27 MAY 1948
FINANCE DEPARTMENT

KSK
26/5/48

26.5.48

27/5/48

27/5/48

Edn no. ro
84391 B1/47-34
27.5.48 Edn
Rcd. 1 PM

(Previous note of Fin on pp 6-7 above) Finance E III

p 11

123

The case deals with proposals for the reorganisation of secondary education in the Province. The file was previously seen in this deptt. with reference to the proposal to introduce crafts in Ist to IIIrd forms of the secondary schools. This proposal was originally proposed to be considered as Part II scheme for 1948-9, but it was ~~has been~~ subsequently decided that the expenditure relating to the proposal might be met from the provision of Rs 10 lakhs more in the budget for 1948-9 for the expansion of basic education. The other proposals in the file do not seem to involve addl expenditure to Govt. E.P.H now propose to issue orders on the proposals. ~~after settling certain points relating to the proposals in consultation with the D.P.I.~~

pp 3 & 6-7 above

Cf Part II scheme note on pp 81-82 CF

'P' on p 8 above
'M' on p 8 above
X Item 97 on p 148
Budget Memorandum for 1948-9 (not put up)

Cf N on p 10 above

2. The notes of E.P.H on pp 9-10 above and the draft order below may be perused and the case returned to E.P.H

Rs.
27.5.48

27/5/48

The introduction of Crafts in Forms I to III of Secondary schools was estimated to cost Rs 5.50 lakhs p.a. recurring and Rs 0.90 lakh non-recurring ultimately and Rs 0.40 lakh p.a. recurring and Rs 0.90 lakh non-recurring in 1948-9 - please see pages 81-82 CF. This represents the cost of additional teachers to be employed in Govt. schools and their equipment and of the grants to be paid to local bodies and private managements towards employment of additional teachers. There is no mention of the additional teachers to be employed and the grants to be paid in the draft order below. Presumably orders will be issued separately on these points.

The proposal to introduce crafts in Forms I to III involves a vital change in the method of education in those forms as now in vogue. It does not seem to have been specifically ~~considered~~ approved by the Cabinet as the note on the subject on pages 81-82 CF was not considered at the meeting of the Cabinet held on 28.1.48 in connection ~~with the Budget proposals for 1948-9~~. The decision at at this meeting seems to have been that the scheme should be considered as one for introduction in the current year, the cost being met from the provision of Rs. 10 lakhs made in the Budget for 1948-9 for extension of Basic education with the concurrence of the S.F.C. and the Cabinet. It therefore seems ~~doubt~~ doubtful whether para 7 of the draft G.O. put up by E&PH may be issued without the proposal being referred to the S.F.C. and the Cabinet, as it is one which will commit the Govt. to expenditure on this scheme. In this view and ~~[illegible]~~ in view of the urgency involved, E&PH may be requested to follow the procedure prescribed for emergent cases, viz circulation of the case, besides Hon. Edn ~~[illegible]~~ to H.M. (Fin) and H.M. the Pr. before issue of orders and then circulate a summarizing note to other H.Ms. who have not seen the case and to the C.S. in this Dept. | X

[illegible] 3/[illegible]/[illegible]
28.5.48
28.5.48

The scheme explained in the note on Pages 81-82 c.f. was not placed before the cabinet in connection with the Budget for 1948-9. – Cf para 3 of the note on Page 2 of Flag (15). ~~[illegible]~~ Provision has not been specifically made for this scheme in B.E. 1948-9. The proposals in this case have therefore to be treated as a "New Service". The fact that the expenditure on account of the scheme is to be met from the lump provision of Rs 10 lakhs in B.E. 1948-9 for "Basic Education" cannot justify waiver of the normal financial procedure in this case. E&PH may follow the procedure indicated at 'X' above as they seem to consider that the case is extremely urgent

28/5/48

I agree. The fact remains that no provision has been made in the budget for this purpose

28.5.48

As basic education has not yet been introduced in the whole province it would

appear that "education in Forms I to III as a natural continuation of basic education in the elementary schools" cannot be regarded as of any immediate urgency & that the proposals in para 7 of the draft may well be considered as a Part II scheme for ~~48-49~~ 49-50. Orders may ∴ be taken in [illegible] whether it is essential that they shd be introduced in the current year. If it is considered essential this dept agrees to the procedure at X above.

B

As regards para 4(3) (X on p. 2) of the draft there are to my knowledge boys who have been studying English, Sanskrit & Hindi in the II & III forms and it would be very difficult for them to study the regional language as the first language in Form IV & give up Sanskrit or Hindi. Attaining the requisite literary standard for the IV form in the regional language is different from the medium of instruction being the regional language. I ∴ venture to suggest that the system of the regional language being the first language may begin with Form I in the current year & may be extended to higher forms in succeeding years.

C

28.5.48. E&P.H.

39516

E&PH (an)

Notes from page ~~X~~ 9 ante may be read.

2. The case relates to the reorganisation of secondary education. The draft order below sets out clearly the changes that are proposed to be introduced in the existing system of secondary education.

With reference to para 3 of this Deptt's note on page 14 ante, a draft memo to the D.P.I. is subd. below for approval.

A draft summarising note for circulation to all HoDs who have not seen the case is also submitted for approval. Copies of the note may also be sent to the C.S. and to Finance.

X on page 12 ante

Has 'R' in [illegible] been taken up?

18/6/48

18-6-48

S

17.6.48

With reference to Secretary's query. it is submitted that necessary extracts have been taken and a separate file has been opened on the subject - vide - linked file. This may now be closed.

(Issued as Memo No 46735 B1/48 dt 25.6.48 Separate file)

24.6.48

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25/6/48

[Purpose papers removed to reduce the bulk of the file]

Education and Public Health Deptt
B1 section.

Summarising Note.

Subject - Reorganisation of Secondary Education.

Dept. Addl. Secy. [illegible] 16.6.48

18/6/48

Copies to be sent to all HoDs except HM (Edn) HM (Fin) & HPH. Copy also to C.S. & Secy Fin.

The question of reorganising secondary education with a view to make it more efficient, practical and useful and at the same time to provide scope for a variety of courses to suit the aptitude of the pupils has been under the consideration of Govt for sometime past. The Board of Secondary Education which was asked to go into the question, suggested a comprehensive scheme. The Provincial Advisory Board of Education considered the scheme and made its recommendations. The main changes proposed were

(1) Provision of three types of schools for study after the III rd Form (Trade Schools, Technical high schools and Academical high schools) and introduction of bifurcated courses.

(2) Abolition of optionals in high school classes.

(3) Alteration of the position assigned for the study of the various languages in the existing scheme.

(4)Introduction of citizenship training as part of the school curriculam.

(5) Introduction of crafts in Forms 1 to III in all secondary schools.

The Govt had already considered a scheme for the introduction of bifurcated courses in certain subjects and made necessary provision in the estimate of expenditure for the current year for the introduction of the new courses in 50 selected high schools providing for literary or academic courses. The D.P.I. ~~reported~~ suggested that this scheme ~~may~~ might be introduced independently of the general scheme of reorganisation of secondary education and orders were accordingly issued. Inregard to the general scheme, the draft syllabuses are in the course of finalisation and they have to be approved by the Board of Secondary Educatic The necessary amendments to the S.S.L.C. scheme should be issue thereafter. It was considered that the introduction of the scheme need not be delayed on that account. Inregard to the introduction of crafts, no specific provision has been made

p 138 f -

P.T.O.

18

in the budget and it is proposed to meet the expenditure ~~from the lump provision~~ from the lump provision of Rs 10 lakhs made in the estimate of expenditure for 1948-9 for 'Basic Education' after calling for detailed proposals from the D.P.I. inregard to the additional staff to be employed for teaching the crafts. ~~over and above the staff already employed in certain schools for Manual training~~ Provision has been made for the teaching of Hinduatani in all middle schools in which the language is not now taught and there will be no appreciable extra cost inrespect of other changes contemplated on the scheme. It was decided that the reorganisation should be introduced in the ~~beginning~~ beginning of the school year and orders had to be issued before the reopening of the schools. The new service procedure was not followed and the circulation of the case was limited to H.M.(Edn) and H.M.(Fin) and to H,Pr. ~~after~~ A copy of the orders passed is attached for information.

p12 ...

p15 ...

17-6-48

18-6-48

18/6

19

127

EDUCATION AND PUBLIC HEALTH DEPARTMENT.
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Summarising Note.

SUB:- Reorganisation of Secondary Education.

The question of reorganising secondary education with a view to make it more efficient, practical and useful and at the same time to provide scope for a variety of courses to suit the aptitude of the pupils has been under the consideration of Government for some time past. The Board of Secondary Education which was asked to go into the question, suggested a comprehensive scheme. The Provincial Advisory Board of Education considered the scheme and made its recommendations. The main changes proposed were:-

A

(1) Provision of three types of schools for study after the III Form (Trade Schools, Technical High schools and Academical high schools) and introduction of bifurcated courses.

(2) Abolition of optionals in high school classes.

(3) Alteration of the position assigned for the study of the various languages in the existing scheme.

(4) Introduction of citizenship training as part of the school ~~xixx~~ curriculum.

(5) Introduction of crafts in Forms I to III in all secondary schools.

The Government had already considered a scheme for the introduction of bifurcated courses in certain subjects and made necessary provision in the estimate of expenditure for the current year for the introduction of the new courses in 50 selected high schools providing for literary or academic courses. The Director of Public Instruction suggested that this scheme might be introduced independently of the general scheme of reorganisation of secondary education and orders were accordingly issued. In regard to the general scheme, the draft syllabuses are in the course of finalisation and they have to be approved by the Board of Secondary Education. The necessary ~~xxxxxxxxxx~~ amendments to the S.S.L.C. scheme should be issued thereafter. It was considered that the introduction of the scheme need not be delayed on that account. In regard to the introduction of crafts, no specific provision ~~xxxx~~ has been made in the budget and it is proposed to meet the expenditure from the lump provision of Rs.10 lakhs made in the estimate of expenditure for 1948-49 for 'Basic Education' after calling for detailed proposals from the Director of Public Instruction in regard to the additional staff to be employed for teaching the crafts. Provision has been made for the teaching of Hindustani in all middle schools in which the language is not now taught and there will be no appreciable extra cost in respect of other changes contemplated on the scheme. It was decided that the reorganisation should be introduced in the beginning of the school year and orders had to be issued before the reopening of the schools. The new service procedure was not followed and the circulation of the case was limited to the Hon'ble Minister for Education, Hon'ble Minister for Finance and to the Hon'ble Premier. A copy of the orders passed is attached for information.

M.V.Subramanian,
Secretary to Government.

Sectional notes

BIFURCATED COURSES OF STUDY.

Conclusion of the Provincial Advisory Board.

The classification of schools proposed by the Committee was accepted.

Remarks of the D.P.I.

1. Bifurcated courses of study (Reorganisation):
(a) proposed classification of institutions:-

The Secondary Education Board recommended and the Provincial Advisory Board of Education concurred that there may be three types of schools after the third form stage, viz., (1) Trade Schools, preparing the pupils exclusively for a trade at the end of a three years' course; (2) Technical High Schools preparing the pupils (a) for technical career, through subsequent course at a polytechnic or (b) for a secretarial or commercial career, or (c) for demostic or aesthetic pursuits in life, and (3) Academical high schools preparing the pupils for entrance to a course at the University.

Remarks: (1) In all these recommendations it is assumed that there will be an examination at the end of the High school course, technical as well as academical and that, except in the case of 2(a) Technical high schools leading to a Polytechnic course, this examination will be accepted by the Universities in the Province as a qualifying examination for entrance to the corresponding university courses and by the Madras Public Service Commission. In the case of 2(a) Techinical High school course, the remarks of the Vice Chancellor at the Provincial Education Board meeting, indicate the need for provision being made for the entrance of the Technical High School pupils into the University after a special examination or after passing the Matriculation. This need was conceded by the Provincial Education Board at its meeting. Hence the approval of the recommendations by Government requires the prior agreement of the three Universities in the province and the Madras Public Service Commission. The latter is separately under correspondence with Government. It is therefore recommended that the Universities be addressed by Government in the matter and that the Government be pleased to pass orders on the recommendation taking into account the agreement of the Universities. Whatever further information is required by the Universities in respect of the recommendations will be supplied by this office.

(2) The acceptance of the classification by Government would require (1) the starting of Trade schools, (ii) the provision of the various forms of technical high school courses after deciding whether they will be located in existing high schools or in new high schools to be opened for the purpose; (iii) the drafting of syllabuses for the various courses for the Technical as well as academical courses and (iv) a decision, based on the time of completion of the work on the syllabuses and of their final approval, on the date of introduction of the new courses. According to E.P.H. Memo 46849-B1/46-16 Education, dated 14-7-47 Government is explicitly and immediately committed to the introduction of the technical high school courses in 50 schools during 1948-49. The schools and the subjects have been selected and financial provision has already been made for this purpose in Part II Scheme for 1948-49 in the Director's letter R.C.No. 7987-B4/46 dated 29--9--47 and other Government orders on the subject. But these steps were taken for providing a technical course in the form of 'Optional' subjects. It will be seen that this classification now recommended has no reference to 'Optional' subjects but is a classification of the schools themselves according to different objectives. It is therefore for the consideration of Government to decide whether the commitment still holds good in view of the fact that the syllabuses originally prepared will have to be recast to fit in with the new classification of schools and may not be ready for introduction in

Listed to HM(E.) & HM(F.W.) on 13/12/47

P.T.O.

1948-49. If the recommendations on the classification of schools is approved, the commitment based on earlier and different premises will not hold good and the financial provision can be diverted to fulfil other recommendations dealt with later in this communication.

Alternatively the committee recommendations may be modified to apply to the IV Form instead of V Form in 1948-49 in which case the Universities will have to be addressed immediately. The syllabuses are ready for approval and for introduction in the 50 selected schools. Orders may therefore be passed on which of the two alternatives steps may be taken by the Department. Steps may also meanwhile be taken (1) the procedure to be followed for the starting of trade schools and (2) the location of Technical High Schools.

This matter, may, on the Government's approval of the classification be referred back to the Secondary Education Board for its recommendations on the steps to be taken. Attention is invited in this connection to the remarks of the Vice Chancellor of the Madras University under item 1 of the Proceedings of the Provincial Advisory Board on the appointment of coordination committees. For Coordination at departmental head level referred to in Vice Chancellor's remarks, is recommended that the Director of Industries be co-opted to the Secondary Education Board for consideration of the subject when it is referred back to the Board for details.

For the drafting of the syllabuses for the Technical and academical courses considerable work has already been done by the Secondary Education Board and what now remains to be done is the revision of these syllabuses for a 3 years' course instead of 2 years for which they were drafted, if Government approves the 3 years' course for both the technical and academical branches. A Special Officer has already been appointed for this purpose and the personnel of the several sub-committees for the redrafting of the syllabuses was approved by the Hon'ble Minister at the interview on the 20th October 1947 which the D.D.F. and the Special Officer had with him. A list of such of these committees is enclosed. Government approval is sought for in a separate communication relating to the personnel of the Sub-committees. After the committees conclude their work, the syllabuses may have to be published in draft form in the usual manner before confirmation. Government have already passed orders providing for the T.A. and D.A. of members.

Vide 80 (Y)

Education and P.H. Department (B1).

80133 Edn
(19/7/47)
(E)/4

The scheme of reorganisation of Secondary Education announced in the Press Communique dated 2--7--1940 provides that the secondary school course should be bifurcated at the end of the IV Form into a Pre-University side and a Vocational side. The vocational side may, in some cases, extend to three years where the course is technical. According to this scheme, provision will be made for the technical courses in the form of optional subjects, the subjects comprising the following:

(i) Secretarial, (ii) Engineering, (iii) ~~Engineering~~ Agricultural, (iv) Drawing, Painting, etc., (v) Domestic Science and Cookery, and (vi) Music and Dancing.

Vide also the notes on p131 & pp 230-232 of 80133 Edn 19/7/40

x at (Y)/1

The Sub-committee of the Board of Secondary Education is, however, of the opinion that the end of III Form of the Middle School should be the right

P.T.O.

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124

p5 c/f

stage for a pupil to start one or the other of the varied courses available and suggests that apart from the bifurcated courses, there should be after the III Form, provision for Trade Schools. As regards bifurcated courses, the Committee suggests, *for the present*, the adoption of the following courses:

These are really vocational schools pertaining, under the present arrangements, to the Department of Industries.

(i) Trade Schools, preparing students exclusively for a trade at the end of a three years' course,

(ii) Technical High Schools, preparing the pupils

(a) for a technical career, through subsequent course at a Polytechnic or

(b) for a Secretarial or Commercial career or

(c) for domestic or aesthetic pursuits in life, and

(iii) Academical high schools preparing the pupils for entrance to a course at the University.

p41 c/f M/

These recommendations of the Sub-Committee ~~has~~ have been accepted by the Provincial Advisory Board of Education. It will be seen from these recommendations that the classification now recommended has no reference to optionals, but is a classification of the schools themselves according to different objectives.

2. The point for consideration is whether the scheme generally approved previously should be further proceeded with or the present recommendations of the Committee and the Advisory Board should be considered. In case the present recommendations should be considered, the syllabuses, already drawn for the bifurcated courses with the subjects as optionals will have to undergo a change. It may also be noted that necessary steps have already been taken to make provision in the Budget Estimate for 1948-49 for the introduction of the bifurcated courses in 50 selected schools of which 9 are schools under Government management, 16 under local bodies and 25 under private management. Steps are also being taken for the purchase of equipment for the schools during the current year. The Director of Public Instruction suggests that if the scheme already published should be modified, the recommendations of the Committee may be modified to apply to the IV Form instead of V Form in 1948-49 and the Universities addressed immediately.

File under circulation to HM (Edn) & HM (Fin)

A/

pp49-50 c/f

3. It appears that if the present recommendations are to be accepted, the technical high schools will have to be located separately and their courses run on separate lines. This will entail additional cost and the working of the scheme after preparation of the syllabuses

B/

P.T.O.

4

for the new courses will take time and it may not be possible to introduce the scheme in 1948-49 as already proposed. It therefore seems that ~~and experiment may, however be made~~ as previously decided the experiment to introduce the courses in the selected 50 schools may be tried ~~and~~ & see how it works. As regards examinations at the end of the high school course which will render the students fit for admission to the University courses, the Universities have been consulted already. The Madras University has asked for a copy of the syllabus. When ~~If~~ the syllabus is finally approved, it will be sent to ~~it~~ the University for acceptance to consider the question of holding ~~to hold~~ an examination to admit students to the University courses, should they choose to do so. This examination will be for all students taking up the technical courses, including those leading to Polytechnical courses. Attention is, however, invited to the letter from Sri S.R. Sen Gupta on pages 55-56 c.f.

Separate file (C.no. 58790/47)

4. The opening of Trade Schools advocated by the Committee may be referred to the Secondary Education Board for its recommendations on the steps to be taken as suggested by the D.P.I.

In the circumstances it is for orders

(i) whether the bifurcated courses as already published may now be proceeded with and the introduction of the scheme in 50 selected schools be taken up during 1948-49 or whether the recommendations of the Board for classification of the schools according to their objectives should be pursued - in the latter case, all the Universities will have to be addressed again - Vide 'A' on page 1 ante - , and

Please see below.

(ii) whether the opening of Trade Schools may be referred to the Board of Secondary Education as suggested by the D.P.I.

This may be done.

16-12 by S 'A'. The recommendations of the D.P.I. may be approved in so far as that the work of drafting syllabus may be proceeded with. (1)

'B' overleaf: It is not at all necessary that these types of institutions should be housed separately. In fact in England where a similar classification is being sought to be implemented there is a school of thought which favours 'multi-purpose' schools. Anyway, on grounds of economy, & at least at the beginning, we may decide to run the 'Technical Schools' merely as bifurcated courses as already proposed in the same institutions as the Academic course. We may tell the D.P.I. so. (2)

5

'A' at p. 3 ante. I am in favour of this but as a pre-requisite we have, as pointed out by the D.P.I., to get the agreement of the Universities about arranging for access to the Universities to the products of the 'Technical High Schools' & to get the consent of the M.P.S.C. about the new 'Secretarial Course' being adequate for the purposes of recruitment to the Madras Ministerial Service. We have been in correspondence with them on the scheme of bifurcated courses previously drawn up, but as the present scheme is substantially different they will have to be consulted again. In that connection they will revise the syllabus. D.P.I. may be asked to have them prepared most urgently. It is also doubtful whether we will be able to introduce the new technical courses alone in advance of the reorganised academic courses. The whole re-organisation hangs together. D.P.I. may be asked to have the other syllabuses also revised quickly so that the whole scheme may be given effect to in the ~~next~~ ensuing school year. He may also be asked to say whether 'A' at p. 3 is feasible without the rest of the re-organisation being given effect to. / 'C' at p. 4 ante: I was inclined to favour this at the first instance. But on further consideration I feel that when a fresh arrangement is to come into effect a year later there is not much point in starting this course just for one batch of students - particularly when the theory of efficacy of the course itself stands discarded with the approval of the revised scheme. It seems to me, therefore, that we should merely concentrate attention on giving effect to the whole scheme of re-organisation in '48-49, or at least 'A' at p. 3 if feasible.

We may have [illegible]

D.P.I., incidentally to report whether the increase in the length of the bifurcated courses from 2 years to three would mean any addition to the costs as reckoned by us previously.

D. This point would be met by our proposal to have access to the University to pupils going through the 'Technical Schools' also. The proposal has not been made by the Prov: Bd. itself. So we may specifically inform the D.P.I. that we are in agreement with 'T' at p:1 ante & arrangements are to be made with the Universities accordingly. The criticism of Mr. Sen Gupta overlooks the aspect that one of the objects should be to divert pupils from profitless pursuit of University studies. It is not necessary, therefore, that the method & facility of access to the University should be the same for both sets of pupils: even if the Universities should agree only to a separate examination, that should suffice.

16/1/48

The scheme for the bifurcated courses is as follows:

The original proposal was to bifurcate it at the 5th form stage. The Re-organization Committee has recommended that the bifurcation may be at the 4th form stage which is the more psychological age for doing it. In the 4th form, the courses will be roughly divided into 3 courses:

(i) the trade courses,

(ii) the technical high school courses, and

(iii) the academic courses.

The trade courses will mainly be concentrated on a trade. The Technical High School courses will, apart from giving the minimum amount of education in the humanities,

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concentrate on equipping people for a higher craft. Some of these Technical High School courses will be Engineering, Agriculture, Secretarial, Teaching, etc.

Teaching has not been suggested in the report as a possible subject for the Technical High School courses. In view of the great necessity for teachers, I think that may also be provided for.

It is presumed that by this method, a large number of people who are now equipped ~~for~~ nothing, ~~who now~~ & join the colleges and become a waste to society, will be diverted into more useful channels. ~~and that~~ These people ~~can~~ will be equipped for a profession immediately on the completion of the courses.

Two points have been raised above.

(1) Whether the scheme of bifurcated courses already approved may be proceeded with, with reference to the introduction of the scheme in the 50 selected schools which proposal was accepted by the Cabinet and the Standing Finance Committee. That may be done.

(2) With regard to point (2) above referred to in page 4, that also may be done.

TSA
29.12.47

Z

With regard to (1) above, they want a clarification. My idea was that it may be readjusted to the reorganization suggested that bifurcation may begin in IV Form and proceeded with.

TSA
9.1-48

Drafts I, II & III

Two draft letters - one ~~[illegible]~~ to the Registrars of the three Universities, ~~and a draft letter~~ another to the Secy, M.P.S.C. and a draft memo to the DPI are submitted below for approval.

11.1.48

Pub. (Sec.)

Public (Edn.)

10/1/48

20/1/48

5(c) 5(c)

[Letter Ref. no. 84391 B1/47 - 6 Edn. dated 17.1.48] pp66-67 c.f.
[Do ~~Do~~ 7 Edn. dated 17.11.48] pp68-69 c.f.
Memo. no. 84391 B1/47 - 8 Edn. dated 17.1.48] pp70-72 c.f.

From the Registrar, University of Madras, no. C.R. 621
dated 14.2.1948. p94 c.f.

The Registrar University of Madras reports that the Syndicate at its meeting on 30.1.48 resolved that the University will consider the proposal after fuller details are received. It is not known as to what further details are required by the University. It may be noted in this connection that the DPI has already reported that whatever further information is required by the Universities on the proposal will be supplied by him direct. ~~It is therefore for orders whether the University may be requested to obtain the information required by it from the Director or whether Govt. shd. obtain it from the Director and then furnish it to the University. In the latter case, before addressing the Director, the University will have to be requested to report the points on which it require further information.~~

'X' on p49 c.f.

The letter from the Registrar University of Madras may be communicated to the DPI and he may be requested to supply whatever details are required by the University. The draft Endt on p 94 c.f. is for approval

17/2/48

17.2.48

19.2.48

[Endt. no. 84391 - B1/47 - 15 Edn. dated 19/2/48] p94 c.f.

From the Secretary, Public Service Commission,
no. 6543 C1/46 - 10 dated 19.2.48. pp96-97 c.f.

Please see the letter from the Public Service Commission on pages 96-97 c.f. The Commission has agreed

P.T.O.

5(d) 25(d)

A p96 c.f.

that a pass in the Secretarial Course is an adequate minimum general qualification for appointment of Lower Division clerks and similar appointments in Government Service. But they have raised ~~a~~ the ~~doubt~~ question whether a pass in the Secretarial Course Examination will mean the obtaining of not less than 50% of the total marks for all subjects at the External and Internal Examinations combined. The Commission is in favour of taking the marks in both the examinations for a pass. Proposals in regard to the reorganisation of the present system of examination has not yet been received. The DPI has already reported that his remarks on this point will be submitted on receipt of the report of the Board of Secondary Education. In the circumstances, the letter from the Commission may be referred to the Dir. for remarks in the first instance.

M

paras 2 & 3 of pp96-97 c.f.

Vide the page 18 infra

2. ~~If so~~, The draft ~~endorsement~~ memo below ~~on page 97 c.f.~~ is for approval.

20/2/48

22/2/48

23.2.48

[Memo. no. 84391 - B1/47 - 16 Edn. Dt 23/2/48] pp92-93 c.f.

From the Registrar, Annamalai University, no.
10909 dated 25.2.1948. p101 c.f.

Please see the letter from the Registrar, Annamalai University ~~of~~ on page 101 c.f. The University has no objection to students pursuing technical courses qualifying for admission to its Courses of studies by passing the Matriculation Examination. In the case of technical high schools preparing pupils

P.T.O.

5(e)

for a technical career (thro' a subsequent course at a Polytechnic) the idea is ~~that~~ to make provision for admission to University after a special examination or after passing the Matriculation Examn. | A

Vide A in p 47 c/s

In respect of other technical high schools, the idea is that the ~~examina~~ examn proposed at the end of the Course should be accepted by the University as a qualifying examn for entrance to the University. Presumably, the University refers to the technical high schools referred at 'A' above. The ~~presumption~~ ~~matter~~ doubt may be ~~confirmed~~ cleared by a reference to the University.

2. The draft letter below is for approval.

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2/3/48
3/3/48

[Letter Ref. no. 84391-B1/47-18 Edn. d 5/3/48]

From the S.O., RC. 1. S.O/47 dated 3. 3. 1948. pp 103-104 c/s

From the D.P.I., RC. no. 2737 E/47 dated 7. 4. 48 p 106 c/s

From the Registrar, Annamalai University., no. 11802. dated 18. 3. 1948 pp 107-108 c/s

p 122 c/s

Please see the letters from the S.O. and the DPI on p 106 and pp 107-108 c/s respectively. The remarks of the DPI in regard to the doubt raised ~~at M~~ (by the - Vide M on page 5(d) ante) Commission has not yet been received. The Director may be requested to expedite his remarks. A draft memo is subd below for approval.

28.4.48

2. ~~With reference to the notes in~~ ~~para 1 on pages 5(d) to (e) above~~, Attention is invited [illegible] para 2 of the letter on page 122 c/s. The Annamalai University is of the opinion that all the students pursuing the technical high school courses should get themselves admitted to the University courses of studies after

P.T.O.

5(f)

passing its Matriculation Examination in accordance with the Conditions prescribed by it. The replies from the University of Madras and the Andhra University have not yet been received - Vide pp 115-117 and p. 124 c/s. The replies may be awaited.

Remind the universities
28.4.48

28.4.48 5/ 133

(Rx subd separately)

28/4/48
28/4/48

pp 125-126

[Memo 84391-B1/47-28 Edn d 29/4/48]

pp 131-132 c/s

From the Registrar Andhra University on pp 127-128 c/s.

2. Trade schools. In view of their distinctive character the University considers that the trade schools should not be mixed up with the other two types of schools and they should be made part of the Industries Dept - The DPI has already been asked in Memo no 8439 B1/47-8 Edn d 17.1.48 to refer the question to the Board of Secondary Edn for its recommendations on the steps to be taken & this reply has not yet been received. He may now be reminded

Our idea is not to have 'Trade schools' as part of the ordinary high school courses; they will be separate - and have been referred to the [illegible] for their [illegible] A

3 Technical High Schools The University points out that the bulk of the pupils who take to these technical courses will have to enter into a Polytechnic and that it is doubtful whether the training given will make them fit for higher course without further study + examination. Attention is in this Connection solicited to Memo no 6879 B1/46 ~~A~~/20. Edn d 25.8.47 to the Director of Industries + Commerce in regard to the eligibility of students taking the Engineering courses under the scheme of bifurcated courses & his reply to it that the students would not only be eligible but would be preferred for admission into the Polytechnics appropriate to the particular subjects chosen by them under the bifurcated scheme.. The Director of Industries & Commerce is the Technical Authority in the matter & his opinion must be given weight. The object of introducing ~~the reply of the~~ [illegible] technical courses is to benefit those who cannot afford to take higher studies and those who wish to take up higher studies after undergoing the technical courses in the high school stage should

pp 103-104 in linked file

p 112 c/s in linked file

5(g)

[illegible] the required period of further studies - It cannot be said that on this ground, the provision of technical courses is useless

85-48

The views of the Madras University may be awaited. The Registrar was reminded on 29/4/48

p 127 cf

A draft memo to the DPI is subd with reference to A as 51(f) ante

8/5/48

85-48

6

134

ABOLITION OF OPTIONALS.

Conclusion of the Provl. Adv. Board.

p.119 cf

The suggestion to abolish optionals in high schools was accepted.

Remarks of the D.P.I.

p.196

p.99 cf

p.100 cf

(b) Abolition of optionals: Both the Secondary Education Board and the Provincial Advisory Board agreed to the abolition. The Vice Chancellor of the Madras University assured the Board on its meeting of the 14th October that there would be no difficulty from the University to agree to the abolition. It is therefore recommended that Government may address the Madras, Andhra and Annamalai Universities on this specific recommendation as a part of the proposed classification of institutions when the Universties are addressed on the latter subject as recommended earlier in this communication.

Education and P.H. Department (B1).

p.28 the link

The subjects for study for the S.S.L.C. course now comprises of five compulsory subjects specified in Group 'A' and the three subjects in Group 'B' and one or two subjects in Group 'C' which comprises the optional subjects. The Sub-Committee and the Provincial Advisory Board of Education recommend the abolition of the optional subject. The time saved by this is proposed to be devoted to various activities , arts and crafts on which the pupil has already started in the middle school. The argument against this proposal will be that without specialised knowledge in optionals in certain subjects such as Chemistry, Physics and Mathematics, it will be difficult for the students to cope with the existing syllabuses in the University courses. The three Universities may, however be consulted on this suggestion in the first instance.

P.9 C7

16-12-49

16/12/49

The position to-day is that there is one optional in the High School ~~the 5th and 6th forms~~ while there are 3 optionals in the intermediate. The boy who takes any optional will have to study 2 other optionals also in the intermediate classes. In these 2 optionals he has to begin afresh. The result is in the experience of the Colleges and the Universities, it ~~which~~ has been found that most of the courses undergone by the students in the High School have to be undergone again in the College classes, except in Mathematics, where, I am told, a little higher grade teaching is done in the High Schools. And so, since the subjects are also taught in the College courses, it has been recommended that they may as well be abolished in the School Final stage. The Provincial Advisory Board of Education including the representatives of the Universities and the Vice-Chancellors have agreed to this proposal and that may be accepted.

TSA
29.12.47

A draft letter to the Registrars of the three Universities is submitted below for approval. Draft IV

11.1.48 S 12/1/48

12/1/48
10.1.48

[Letter Ref. No. 84391 B1/47-9 Edn. dated 17.1.48] pp73-74 cf

From the Registrar, University of Madras, CR No. 734 dated 18.2.48. p95 cf

Please see the letter from the Registrar, University of Madras on p.95 cf. The replies of the other two Universities may be awaited. They have been reminded on 10/2/48 - Vide the memo on p 91 cf. ~~In the mean time, the remarks of the Dir may be obtained.~~

23.2.48 S

20/2/48
22/2/48

From the Registrar, Annamalai University, No. 10909 dated 25.2.48. p101 cf

The Annamalai University has also agreed to abolish the optionals. The reply of the Andhra University may be awaited.

29.2.48 S 5/3/48

27/2/48
28/2/48

P.T.O

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pp127-128 cf From the Registrar Andhra University C1-285/48 d/29-4-48

~~This University~~ The Andhra University considers that it is not descrable to abolish optionals in the high school classes as it will have the effect of shifting the burden of advanced training into the Intermediate class.. The University suggests that, if it is considered necessary, the optional subjects may be classified on a ~~broad~~ broader basis than at present - such as Mathematics, History Physical Science, Natural Science etc - Both the Madras and the Annamalai Universities have agreed to the abolition of optional subjects ~~at~~ in the high school classes - pp95 & 101 cf For orders whether the views of the Madras & Annamalai Universities ~~on~~ this question may be communicated to the Registrar Andhra University and he may be asked to report whether the University will reconsider its views or whether the recommendation of the Provincial Advisory Board for the abolition of optionals may be accepted A

7/5/48

A ~~above~~ The views of the Provincial Advisory Board is to abolish the optionals in the high school. The Madras and Annamalai Universities have agreed to the proposal. The Andhra University is against. The difficulty pointed out by the Andhra University will have to be faced by the two other Universities also but they have agreed to the proposal. Accepting the views of the majority the abolition of optionals may be agreed to.

8-5-48 S

TSA
14-5-48

INTRODUCTION OF CRAFTS IN ALL SECONDARY SCHOOLS.

Conclusion of the Provl. Adv. Board.

Craft to be introduced in all secondary schools.

Remarks of the D.P.I.

p.41 c.f.

(c) Introduction of Crafts in all Secondary Schools: The principle was agreed to by the Board and if Government approves it is proposed to issue a direction to this effect to the several sub-committees drafting the syllabuses. This proposal can be considered independently of the University, except for the final examination stage and while the universities may be addressed now, it can be immeditely given effect to in I Form, after the syllabuses are prepared by the Special Officer and his sub-committees and approved. The financial provision for the staff need be limited only to Government schools as schools under aided managements receive teaching grants based on their financial statements as a whole and local bodies receive lump subsidies. The provision for equipment for all schools for the first year may be estimated as Rs.100/- per school for the 900 secondary schools or Rs.90,000/-. The staff for the 71 Government Secondary schools will cost Pay plus D.A. (45 plus 18 p.m.) x 12 x 71 schools or Rs.53,700 in round figures for 1948-49. Where a Craft Instructor is also a Secondary Grade Teacher, he can replace one of the existing teachers. Assuming that this will be possible in 25% of the schools the financial provision to be made is Rs.40,100/-.

p.57 c.f.

Education and P.H. Department (B1).

Under the existing syllabus for the S.S.L.C. the following arts and crafts are provided:

Drawing, Manual Training, etc - Vide Annexure III on page 31 c.f.

p.51 c.f.

The present recommendations are to introduce additional arts and crafts in secondary schools under Manual Training. The extra cost on account of the introduction of these crafts in Government Secondary Schools is estimated at Rs. 90000/- for equipment & Rs.40,200/- for staff. The D.P.I. has stated that no provision for the staff need be made for aided managements and local bodies as they receive teaching grants based on their financial statements. If these subjects are also to form part of the S.S.L.C. examination the Universities must be addressed. At present the subjects in B group of the S.S.L.C. do not form part of the S.S.L.C examination. If the proposal is accepted Univ. will have to be consulted before proceeding further.

The principle may be approved & DPIg informed of it. ~~This question may be~~ however we may take up separately, later on, the question of actually implementing this in '48-'49.

16-12-47

16/12

In this matter, I would like to make the report clearer. We have now accepted Basic Education as the policy of Government. We are making attempts to introduce basic education in the elementary schools which may be styled as the Junior Basic Schools. In the Basic Education Scheme, there is what is called Senior Basic ~~Education~~ Schools which is a continuation of the Basic Training School. The proposal here should be that the syllabus for the Senior Basic Education School should be introduced in the classes from Ist to III Form. Education must be through the respective crafts. For the present, we may take advantage of the experience of the working of the Senior Basic Schools who have worked a syllabus on the basic crafts ~~and~~ of agriculture, weaving, dyeing and printing, cardboard, wood and metal work, etc. My suggestion will be that these and a few other selected crafts may be taken and they can be worked upon with these as Basic crafts and the schools may be given the option of taking up one of these crafts as the Basic Crafts. It is very essential that we should make an attempt at efficiency from the very beginning, instead of merely expanding the no.of crafts that can be ~~in~~ used as basic crafts. This will bring our lower secondary school completely in line with the senior basic schools.

X

(Extra cost on account of the [illegible] Rs. 10000/- for equipment [illegible])

2. I would like to make it clear that in the matter of technical high schools, there is no question of teaching through craft but the main subject will itself be craft, such as Civil Engineering, etc. as mentioned before. In the academic high schools, they will have activities such as military training, camping and any other activities that may be introduced.

3. Figures have been given for expenditure on crafts. I am not sure ~~x~~ that these figures are correct. We are to-day spending money on teaching materials for the lower secondary schools. Hereafter that expenditure may not be necessary and that will partly, if not wholly, substitute the new expenditure which has been provided for above.

4. I do not know whether the craft material for the classes like Charka is provided for to be given by the schools

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If that is so, that provision may be omitted. They may be asked to purchase these implements just as they purchase books now. Only such things as weaving looms which the schools have to supply, may be supplied and individual equipments necessary for the boys may be allowed to be purchased by the children themselves. In this manner, I think the expenditure that has been shown here may be considerably lessened and be brought up to the same extent that we are incurring to-day, so that no extra expenditure may be caused by this change-over.

TSA
29.12.47

A

This is the only extra expenditure one of this scheme. This may first be circulated to H.M. Finance & may be included in the Part II scheme immediately.

TSA
29.12.47

A draft Part II Scheme note is submitted below for approval. [With ref to paras 3 & 4 above the DPI may be consulted later].

11.1.48

5.1.48

Draft VII

This may be put to the D.P.I. even now.
11.1.48

10.1.48

10.1.48

Note issued on 17.1.48.

[Vide Fin note on pages 34 of]

Necessary provision has been made in the budget for 48-49 for the proposal and orders will have to be issued. The reply to para 6 of the memo on pp 70-72 of has not yet been received from the DPI. Before issuing orders, the reply of the Dir may be obtained & considered.

P.T.O.

The draft memo below ~~provides for this~~ ~~is for approval~~. includes this

USK
28/4/48

W
28-4-48 S (Seen on p 5(b) ante)

[Memo 84391-B1/47-28 Edn dt 29/4/48] pp125-126.

INTRODUC ZENSHIP TRAINING AND ACTIVITIES SUCH AS SCOUTING AND EXCURSION AS PART OF THE SCHOOL CURRICULA.

Committee re-Consolidation pp17-19 c/f

Conclusion of the Provil Adv. Board.

Accepted.

(To a query by the Vice Chancellor of the Annamalai University, the Hon'ble Minister replied that Scouting was not to be abolished and that the essential elements in Scouting were to be included in the citizenship training).

Remarks of the D.P.I.

p 52 c/f

Introduction of Citizenship Training: This was agreed to by the Provincial Advisory Board and a syllabus for Forms I to VI has already been prepared. This will be submitted for approval along with other syllabuses in the course of the usual procedure.

E & PH (B1) Department.

The proposal may be approved and the syllabuses may be awaited.

W
15-12-47 S 16/12/47

17/12/47

This is a very necessary and a wholesome introduction and that may be approved.

TSA
29-12-47

The syllabuses may be awaited. No further action is necessary at present.

W
11-1-48 S 7/1/48

17/1/48

THE POSITION OF THE VARIOUS LANGUAGES.

Conclusion of the Provl. Adv. Bd.

The Board agreed by a majority that English should be taught from Form II to Form VI and provisionmade to learn Hindi for all from Forms I to III and Hindi or Sanskrit made optional from Form IV to VI.

Remarks of the D.P.I.

The position of the various languages: There was no unanimity of opinion in respect of the position of the various languages among the members of the Board. Differing from the Secondary Education Board which advocated the beiginning of English in Form I and Hindustani in Form II with a classical or any other language as an alternative. The Provincial Advisory Board agreed by a majority:-

(A) That English should be taught compulsorily from Form II to VI (in modification of the Secondary Education Board's recommendation for Forms I to VI);

(B) That provision should be made for the teaching of Hindustani in Forms I to III and

(c) The pupils may choose between Hindi or a foreign or classifcal language in Forms IV to VI in addition to the regional language.

A

It is recommended that the conclusions of the Provincial Advisory Board may be approved by Government subject to the acceptance of the three Universities. Sub-Committees have been formed for the drafting of the syllabuses and approval of the complete personnel will include approval of the personnel of these committees also. If any further representations are received in the matter by Government and are referred for remarks a modification of the above recommendation may be found necessary.

D

E. S. W. & P. H.

p. 50/5

p. 52/5

The recommendation of the D.P.I. at A above may be accepted.

15-12-41

S

Recommendations Art. — 43 Art. (?) — 8

But, with reference to 'D'. I think we have received representations that Sanskrit with Persian & Arabic, which Muslims generally favour, is not to be at a disadvantage because having Urdu as a substitute for Hindustani Muslims will easily substitute their classical languages for Hindustani in the lower forms while a similar arrangement is not possible for those who wish to take Sanskrit in the lower forms. I think there is force in the objection & I would favour the solution implicit in the Vice-Chancellor's views at 'R' at pp. 43-44 – V5 i.e. the regional language may be divided into two parts & Sanskrit as a substitute for the optional part of it might be allowed to be taken up. I believe it was something like this that was urged by some deputationists also.

15/1/42

Another point also may be

Offices. In respect of Muslim schools a Director different as convenient may be called for with reference to the relative positions to be assigned to Hindi & to the regional language. The question is going before an informal meeting of Ministers. The final decisions, when taken, can be duly communicated to the DPI so that they may be taken note of for the drawing up of syllabus for those schools.

16/12/49

This is a very important and at the same time a difficult matter. The proposals as emerged from the Provincial Advisory Board of Education are

1. The regional language to be the compulsory first language~~.~~ for all.

2. Hindi to be introduced in the I Form, about 3 periods to be given each week; after IV Form about 4 periods to be given each week, so that boys can have a fairly good command over the language by the time they leave the High School.

In the matter of Hindi, there are the following difficulties:

There are some people who would like to have Sanskrit or any other classical language and it is suggested that to them they may be given the option to study Sanskrit/ or any other classical language in place of Hindi. There is a volume of thought in Tamilnad that Hindi should not be made compulsory for all boys. We know what happened in 1937 when Hindi was introduced in schools. It is possible that the times have changed and ~~thxt~~ with the declaration that Hindi will be the national language of the Government of India, it may be expected that people have considerably changed into accepting the view that Hindi

140

is necessary in the future. But, there is yet a small population who are against Hindi. It is to avoid this op sition that we made Hindi as optional for boys while we ma it compulsory to be provided for in schools. That has ser a good purpose and succeeded in making boys study Hindi without resorting to formal compulsion, but complaints hav been received that unless we make it also an examination subject, it will not be seriously studied. ~~and~~ There is som thing in th~~eir~~at plea. And so, it is for us to decide whethe we will make it compulsory or make it optional only to Sanskrit, or any other classical language; i.e., in the latter case, every boy will have to study either Hindi or Sanskrit or any other classical language. I think it will meet the situation perfectly clear to say that it will be optional when a boy comes to I Form, ~~but~~ But when once he has ~~it~~ exerc ~~as~~ his option by allowing the class, he must appear for examination in this subject. This, ~~I think~~, while it will obviate the opposition, will succeed in giving the necessary seriousness to the subject.

Then comes English. It has been accepted unanimously by the Provincial Advisory Board of Education that English should be continued to be studied for some time to come especially because the higher knowledges in all subjects to-day are available only through the English language. And so, it is proposed that English may be introduced in the II Form stage and to ~~gixx~~ go up till VI Form.

TSA
29-12-49

Draft V

Education and P.M.(B1) Department.

The three Universities may be consulted. With reference to "A" above provision should be made for the teaching of Hindustani, Sanskrit or any other classical language from Form I to Form III also. H.M.(Edn.) has not included foreign languages in his minutes at "A" above. Evidently pupils may study a foreign language in Forms to VI in addition to the regional ~~xxxxxx~~ language. The draft letter ow is for approval. This may result in an additional cost to Govt. e Director of Public Instruction may be consulted on this point.

nance may see.

12-1-48 S Fin. Fin.

[Vide Fin note on page 4 nf].

[Letter Ref. no. 84391 B1/47-10 Edn d. 17.1.48] pp75-76 cf

From the Registrar, University of Madras, CR. no. 734 dated 18.2.48. p95 cf

Please see the letter from the Registrar, University of Madras on p95 cf. The replies from the other two Universities may be awaited. In the meantime, the Dir's remarks may be obtained.

x They were reminded on 1/2 Vide Memo of 9th

27.2.48 S

27/2/48

22/2/48

[Memo. no. 84391-B1/47-16 Edn d. 23/2/48.] pp98-99 cf

From the Registrar, Annamalai University no. 10909 dated 25/2/48. p.101 cf.

Please see the letter from the Registrar, Annamalai University on page 101 cf. A copy of it may be forwarded to the DPI for remarks in continuation of the memo referred to above. The draft memo below is for approval.

29.2.48

The position taken of the University at 'A' on page 101 is not in accord with the minutes of HM (Edn) on page 13(a).

28/2/48

28/2/48

29.2.48 S

Memo. no. 84391-B1/47-19 Edn. d. 5.3.48. p105 cf

From the SO., RC.1.50./47 dated the 3rd March '48. p106 cf

From the DPI., RC. no. 2737E/47 dated 7.4.48. pp107-108 cf

Both the University of Madras and the Annamalai University have agreed that the regional language should be the first language (as well as medium of

PP 95 & 101 cf

P.T.O.

of instruction) and English as the second language. The former consider that English should be begun preferably from Form I instead of from Form II as recommended by the Prov. Adv. Board of Edn. In reg. to the study of a third language, the Madras University is of the opinion that compulsory provision should be made and ~~they~~ it agrees that the students should appear for examn. in the subject. But the Annamalai University considers that Sanskrit or Hindi may be offered by students as an addl. subject of study without an examn. and this is contrary to minutes of HM (Edn) on pp 13 to 13(a) ante. Orders of HM (Edn) may be taken on the above points after the reply from the Andhra University is received.

P 95 cf

P 101 cf

Remind Andhra University 28.4.48

28.4.48 S (Seen on pp 5-6 ante)

28/4/48

28/4/48

Rx. Sub separately in memo. 46849 B1/48

Memo 84391-B1/47-30 Edn

pp127-128 cf C no. 32497. From the Registrar Andhra University C.1. 285/48 dated 29.4.48

The Andhra University considers the proposals to be generally satisfactory and may be given effect to. It however points out that the desirability of teaching English compulsorily from Forms I to VI instead of from Forms II to VI may be considered. The University of Madras is also in favour of the study of English being begun from Form I instead of from Form II as recommended by the Provincial Advisory Board of Education. (xx) Orders of HM (Edn) may be taken whether the study of English may be from Form I instead of from Form II ~~and (2) whether the views of the Annamalai University that Sanskrit or Hindi may be offered as an additional subject of study without an examination.~~ ~~contrary disagreement~~

(xx) The Annamalai University has not offered any remarks on this point.

if the views of the two universities may be accepted.

7/5/48

8-5-48 S

The Provincial Advisory Board of Education recommended the study of English to be begun in the II Form. As Hindi has to be introduced as a second language in the new set up of this country, we have no other choice than to put English in the II Form and so that may be done.

With regard to the periods to be allotted to Hindi etc, see connected file above.

TSA
14-5-48

Extract of the minutes of the Hon'ble Premier in the file relating to allotment of ~~2~~ periods for the study of Hindi and Sanskrit.

...

I have discussed this matter with the D.P.I. He has furnished me with a list of the periods and has also suggested that to meet the claim of certain people that more periods should be given for study of Sanskrit and Hindi from Forms I to III, the periods may be raised from 2 to 3 and that the periods from Forms IV to VI the regional language may consist of 4 compulsory and 4 optional. Those who take Hindi may take 4 periods Hindi and 4 periods regional language. Those who take Sanskrit will take 4 periods Sanskrit and 4 periods regional language. And those who want to take the regional language only will take 8 periods as regional language. This will provide sufficient number of periods which the Sanskrit people want.

In view of the demand that Hindi should not be made compulsory in Tamil Nad it may be left optional as suggested by H.M.(Edn.), but in Andhra, Kerala and Karnataka it may be made compulsory.

O.P.R.
11-5-48.

Extracts of minute of H.M.(Edn.), dated 14-5-48.

With regard to the period and importance to be allotted to the various languages, orders have been issued already as ~~follows:-~~ on that file (another file). It has been suggested as follows:-

Three periods for Hindi, with an option to take any other classical language such as Sanskrit or Persian from Forms I to III. In the I V Form, there will be a compulsory regional language of 4 periods and optional of 4 periods in which either Hindi, Sanskrit, Tamil or any other language may be taken. Hindi or the alternative will ~~xh~~ be the second language henceforth and English will be considered as the third language. The second~~ary~~ language will be compulsory in the Andhra, Tamil and South Kanara areas and in Tamilnad it will be optional under the conditions mentioned by me in a previous note. Orders may be issued on that basis.

Kerala
× P 13 ante

T.S.A
14.5.48

Please see the minutes of HM (Edn) & H.Pr. on pp 13(a) & 13(b) ante.

2. The original proposal was that English should be the second compulsory language and that Hindustani or any other classical language such as Sanskrit or Persian should be the third language and the Universities were consulted on that basis - vide letter on pp 75-76 of. It has now been decided that Hindustani or other alternative should be considered as the Second language and English the third language. As it is proposed to retain the study of English compulsorily from Forms II to VI, though as a third language, it is presumed that it is considered unnecessary to consult the Universities again before the change is given effect to.

USK
15.5.48.

15.5.48 S

REORGANISATION OF PHYSICAL EDUCATION AND THE INTRODUCATION OF MILITARY TRAINING IN HIGH SCHOOLS AND COLLEGES.

Syllabus on pp 32-36 c/f

Conclusion of the Provincial Adv. Board.

The Physical Education Committee was requested to submit a further detailed report.

Remarks of the D.P.I.

Reorganisation of Phy. Edn. and the introduction of Military Training:

pp 52 c/f

Remarks and recommendations will be submitted separately as the committee on the latter proposal has only been recently formed.

Edn & PH (B1) Department.

The remarks of the DPI on the recommendations of the Phy. Edn. Committee may be awaited.

15-12-47

ASII

S 16/12/47

C1

The matter is being gone into by a Committee which is drawing up a syllabus in consultation with Sri Nagesh, G.O.C. in Southern Command and H.E. Sir Archibald Nye. They are expected to submit the report soon and this may be taken up on the submission of the report.

A

It must be made clear that for women, physical ~~edn~~ training must be organized consistent with their own physical conditions.

TSA

29-12-47

No action is necessary until the report from the DPI is received.

An extract of the minutes at A above may be sent to the D.P.I. for orders.

Vide Memo on pp 70-72 c/f 19/1/47

12-1-48 S 17/1/48

144

WOMEN'S EDUCATION.

Conclusion of the Provl. Adv. Board.

Women's education to be different from men's education - accepted.

Remarks of the D.P.I.

The Provincial Board agreed to Home craft being made basic craft for girls' high schools. On this being approved by Government subject to the acceptance by the three Universities, necessary directions will be given to the syllabus sub-committees for the crafts.

p 52 c/f

E & PH (B1) Department.

The Sub-Committee of the Board of Secondary Education has recommended that Domestic Science (Home craft) should be compulsorily studied in all high schools for girls and the Provincial Adv. Board has agreed to it.
Home craft is one of the subjects now included in the S.S.L.C. Scheme.
Before approving the proposal, the three Universities of this Province may be consulted.

p? of the Basic (Rules for SSLC)

19/11/47

5-12.47

16/12/47

One of the very important recommendations made by the Re-organization Committee is that for Girls' Schools 'the home-craft should be the basic craft in co-ordination with which other subjects must be taught. This is a great improvement over the present system of education and it is expected that this will ~~fit in~~ equip our girls for their life. According to this scheme, home craft will be the basic craft till the III Form. After III Form, in the bifurcation stage in Girls High Schools, we may provide home science as specialised subject. In addition, such things as horticulture - flower and vegetable gardening, teaching, music and dancing, dress making and embroidery, may form subjects either for Trade School or for the Technical High Schools. The matter whether nursing should form a subject like teaching for specialised subjects, may be examined separately.

A

12

In the academic section, there will not be any difference between the boys and girls schools except in the matter of physical training.

TSA
29.1.(49)

[illegible] Universities may be consulted.

[illegible] letters for approval? As regards A on page 16 ante, the D.P.I. may be ~~included~~ consulted. It has been included in the draft to the D.P.I.

11.1.48 S 19/1/48

Draft VI

[Ref. no. 84391 B1/47-11 Edn. d. 17.1.48]

pp 77-78 c/f

From the Registrar, University of Madras, C.R. no. 734 dated 18.2.1948.

Please see the letter from the Registrar, University of Madras on p. 95 c/f. The replies from the other two Universities may be awaited. ~~In the meantime, the Dir's remarks may be obtained.~~

27/2/48
USU 27/2/48

23.2.48 S 28/2/48

From the Registrar, Annamalai University, no. 10909 dated 25/2/48.

p 101 c/f

"Please see (para 4 of) the letter from the Registrar, Annamalai University on page 101 c.f. The reply from the Andhra University may be awaited. Meanwhile the D.P.I.'s views may be obtained.

4/3/48

2/3/48 S 5/3/48

[Memo. no. 84391-B1/47-19 Edn. dated 5/3/48]

p 105 c/f

From the DPI, RC. no. 2737 E/47 dated 7.4.48.

pp 107-108 c/f

The University of Madras and the Annamalai
P.T.O.

17(a)

137(a)

145

University have agreed to the home craft (Domestic Science) being made a compulsory subject of study in girls' schools. The reply from the Andhra University may be awaited.

27/4/48
USU 28/4/48

28.4.48 S (Seen on p 5(b) ante)

pp 127-128 c/f From the Registrar Andhra University no. C1-285/48 d. 29.4.48

The Andhra University feels that this should be looked into more carefully from the point of view of the class of girls and the purpose for which girls take to education. It points out that 90 per cent of the girls take to subjects leading to a profession and apprehends that only very few will take to domestic science. The University however seems to have no objection to the scheme being given a trial. As both the Madras & Annamalai Universities have agreed to Domestic Science being made a compulsory subject of study in girls Schools, it may be given effect to. The question as to what provision should be made for the study of the subject in the College classes ~~[illegible]~~ may be considered separately later on.

USU 7/5/48

8.5.48 S 10/5/48

TSA
14.5.48

REORGANISATION OF EXAMINATIONS.

Conclusion of the Provl. Adv. Board.

p 44 cf

The suggestion of Mr. Kuruvilla Jacob that the report might first be considered by the Board of Secondary Education and then brought forward before the Provincial Advisory Board was accepted.

Remarks of the D.P.I.

p 53 cf

Reorganisation of examinations: As the Provincial, Adv. Board accepted the suggestion of Mr. Kuruvilla Jacob that the report might first be considered by the Board of Secondary Education and then brought forward before the Provl. Adv. Bd. remarks and recommendations will therefore be offered at a later stage.

E & P H (B1) Dept.

The remarks of the DPI on the report of the Board of Secondary Education may be awaited.

15.12.47

S
16/12/47.

10/11/47

TSA
29.12.47

No further action is necy now.

11.1.48

S
7/1/48

10/1/48

Extract of H.M's minute in the file re. to the present stage of the proposals for reorganisation of secondary education

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"with regard to the reorganization of Examinations the DPI may be asked to communicate the views of the Board of Secondary Education as soon as possible"

T.S.A
14.5.48

A draft memo to the DPI is submitted below for approval

KSU
15.5.48

15.5.48

57

1447

MORAL AND RELIGIOUS INSTRUCTION.

Conclusion of the Provl. Advisory Board.

Formal instruction to be avoided, without prejudice to the existing provision under a conscience clause. The Daily Assembly and minute's silence was cited as an example of infofmal instruction.

Remarks of the D.P.I.

p53 of

Moral and Religious Instruction: The Provincial Advisory Board agreed that formal instruction was to be avoided without prejudice to the existing provisions for religious instruction under a conscience clause but expressed its appreciation of the value of the daily assembly. On receipt of orders of Government approving this principle, it is proposed to issue executive instructions in the matter.

p3 of file no. 151.

G.O. 1444 Edn

7/7/47

(Y) 16-17 g

Education and Public Health Department (B1).

Under rule 9 of the Madràs Educational Rules, no pupil shall be permitted to attend any form of religious instruction or observance without the written request of the parent or guardian of a child, which request shall be made in writing and will be in force until revoked. According to rule 9(a) of the rules, religious instruction may be given in schools and colleges under private management subject to the following conditions:

(i) Where the religious instruction given in an institution is in a faith other than that to which a pupil belongs, he shall be exempted from attending the religious classes, if his parent or guardian requests in writing for such exemption. Such exemption shall be in force until the written request is withdrawn by the parent or guardian.

(ii) The religious instruction given shall not constitute an attack on other faiths.

(iii) The staff, pupils or buildings of any school ~~sh~~ or college shall not be utilised for proselytization purposes.

p3 of (y)

2. In 1931, the Government on the recommendation of the Muslim Education Committee accepted the principle that Muslim religious instruction should be provided within school hours in all institutions under departmental management which are chiefly intended for muslims and that local bodies and municipal councils should be at liberty to incur expenditure from their funds on the provision of religious instruction in schools under their management. Provision has accordingly been made for religious instruction in all Government Secondary and Training Schools which are specially intended for Muslims and local bodies have also been permitted to incur expenditure on this object.

p4 of (y)

3. The Leader of the Opposition has submitted a memorandum for

P.T.O.

27

the consideration of Government which among other things includes provision of religious instruction to Muslim pupils as part of the curriculum in elementary and secondary schools at State expense. H.M.(Education) has minuted in that connection that the Status Quo may be continued in schools specially intended for Muslims. It is proposed to consider the memorandum at an informal meeting of the Council of Ministers. The Provincial Advisory Board of Education has agreed that formal instruction should be avoided without prejudice to the existing provision under a conscience clause, but has expressed its appreciation of the daily assembly (example - minutes' silence). The D.P.I. proposes to issue executive instructions in the matter on receipt of orders of Government approving this principle.

'A' on p149 (Y)

p44 c/f

A

4. In the circumstances, a decision on the memorandum of the Leader of the Opposition may be awaited. So far as muslim schools are concerned. In respect of other schools the proposal of the D.P.I at 'A' above may be agreed to.

16-12-49 S

The recommendation of the Provincial Advisory Board of Education may be accepted.

TSA
29.12.49

Orders may be issued along with the other proposals. This ~~may~~ has been included in the draft to the D.P.I.

11.1.48 S

19/1/49

Vide memo on pp70-72 c/f

CREATION OF AD HOC COMMITTEE FOR ELEMENTARY EDN.

Conclusion of the Provl. Adv. Board.

The Board accepted Mr. Sargunam's suggestion that the elective element should be strengthened; with this modification the report was accepted.

Remarks of the D.P.I.

This is being dealt with separately.

148

p45 c/f

p53 c/f

E & PH (B1) Dept.

This subject is dealt with in B2 Section separately. No action is therefore necessary.

15.12.49 S

19/11/49

TSA
29.12.49

No action.
~~Extracts may be given to B2~~

11.1.48 S

PURCHASE OF REFERENCE BOOKS FOR THE BOA

Conclusion of the Provl. Adv. Bd.

p.45 cf

The proposal was dropped. No separate library was considered necessary. The question of sanction of a grant to the University would be considered, if the University purchases the books for reference.

Remarks of the D.P.I.

149

p.53 cf

As the proposal was dropped, no action is considered necessary.

Edn & P.H. (BI) Department.

In view of the remarks above, no further action is necessary.

16/12/47

16.12.47 S 16/12/47

TSA
29.12.47

Vide memo on p.70-72 cf

Included in the draft to the D.P.I.

7.1.48 S 7.1.48

150

APPOINTMENT OF STANDING COMMITTEES TO CONSIDER ASPECTS OF EDUCATION.

Conclusion of the Provl. Adv. Boa

p45 cf

The Board accepted the proposal to consu ute sub-committees for the following:

(1) Secondary.
(2) Collegiate.
(3) Physical Education.
(4) Adult Education.

The members would be nominated by the Government. he recommendations of the sub-committees thus formed should be circulated among the members of the Board.

Remarks of the D.P.I.

p53 cf

The remarks and recommendations are submitted separately with a list of the members to be nominated.

E & PH (B1) Dept.

The Government have already constituted a Committee on each of the four subjects mentioned above - Vide Go. Ms. no. 2540 Edn dated 27.11.47. No further action is therefore necessary.

pp14-15 cf of Ⓠ

16/12/47

16-12-47 S 16/12/47

TSA
29-12-47

No action

11-1-48 S 7/1/48.

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27

REPORT ON TH STIONNA E.

Conclusion of the Pr vl. Adv. Bo d.

Separate discussion of the repor was not c necessary.

Remarks of the D.P.I.

The Provincial Advisory Board did not consider a separate discussion necessary, as action has already been taken so far as possible on the various aspects of the answers. No separate recommendation is therefor made on this item of the agenda.

E & PH (BI) Dept.

No further action is called for on this.

15-12-47 S 16/12/47

TSA 29-12-47

No action

11-1-48 S 27/1/48

K.1. 54.