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pp
E+PH (1949) Department.

(T)
MS SERIES.

G.O. NO.

656

Edn

1
p27EF

Dated

9-3-1949.

0 p27EF
p27EF - copy

(28)

[Despatch Abstract.]

Higher Elementary Schools.
Conversion into middle schools.
orders passed.

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
482	482	Edn	28-9-1886				
"	100	"	9-2-1888				
	17	"	15-1-1889				
	485	"	14-3-35				

Further Papers.

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

No.F.8-3/46-E.II.
Government of India,
Department of Education,
New Delhi 3, the 10th Oct., 1946.

From



D.H. Sen, O.B.E., M.A., Ph.D.,
Secretary to the Government of India.

Provincial Governments and Local Administrations.

REPORT OF THE HIGHER EDUCATION SELECTION
COMMITTEE OF THE CENTRAL ADVISORY BOARD
OF EDUCATION - ACTION TAKEN.

Sir,

In continuation of this Department letter No.F.8-1/46-E.II., dated the 10th September, 1946, I am directed to forward herewith for the information of the Provincial Government a proof copy of your information

of the Report of the Central Advisory Board Committee on the subject mentioned above. The Report of the Central Advisory Board of Education on Post-War Educational Development which has been generally accepted by the Government of India assumes that pupils will be admitted to Secondary Schools on a selective basis. In fact, so long as the supply of places in the institutions of Higher Education is less than the demand, as it is likely to be for many years to come, the principle of selection will have to be applied in some form or other. The Report forwarded herewith aims at providing the most satisfactory method of applying the principle of selection. It is noted that the Board have accepted the need for special provision to ensure the admission of a reasonable number of children from educationally backward sections of the population. The Government of India hope that the Provincial Government will find the recommendations acceptable and helpful. They will be glad to be informed of the action taken or proposed to be taken on this report.

2. As regards the Central Bureau for research and training in selective methods, I am to state that the matter is at present under active consideration.

I have the honour to be,
Sir,
Your most obedient servant,

Asit Kumar

for Secretary.

"THAKAR"
60- 9-10-46-D.

66089/22
11/11/46

12/11/46 13/11

Ean and P.H. B.

Memorandum No. 66089 B1/46.2 ad. 11-11-1946. 1946.

Letter from the Government of India; Department of Education, No. F. 8-46 E2 dated 15.10.46.

Subject : - Central Advisory Board of Education - Report of the Committee on admission of pupils for higher education

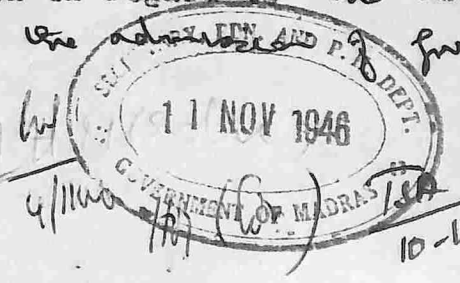
A copy of the letter from the Government of India read above is forwarded to the D.P.I. and he is requested to offer his remarks on the recommendations of the Committee of the Central Advisory Board of Education in regard to the adoption of certain methods to regulate the admission of pupils for higher ed.

To the D.P.I.

(info copy of letter to be kept)

1.11.46

2/11/46 S



10-11-46

24/11-11-11 12/11/46 P8022

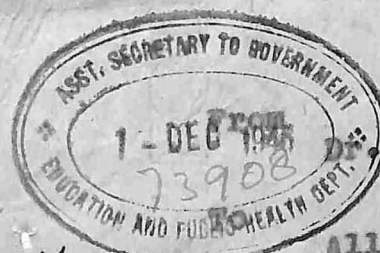
dr. a. r.

reference of report of committee on

reference of report of committee on
reference of committee on charges & duties of members of the committee on

dr. 11.1.46
(pro. 24/11/46)
11/11/46

No.F.8-3/46-E.II
Government of India.
Department of Education.
New Delhi 3, the 27th November 1946.



Madras

D.M.Sen, O.B.E., M.A., Ph.D.,
Secretary to the Government of India.

All Provincial Governments and Local Administrations.

REPORT OF THE HIGHER EDUCATION SELECTION COMMITTEE
OF THE CENTRAL ADVISORY BOARD OF EDUCATION - ACTION
TAKEN.

.....

Sir,
I am directed to refer to this Department letter No.F.8-
2/46-E.II dated the 10th/25th October 1946 on the subject mention-
ed above and to request the favour of an early reply.

I have the honour to be,
Sir,
Your most obedient servant,

C. M. Sharma

for Secretary.

"OLD"

Education & Public Health DEPARTMENT.

REMINDER. Education Branch.

To The Director
Public Instruction, Madras.

I am directed to invite attention to the Gov memo

No. 66089 B, /46 dated 12. 11. 46. and

to request that the reply to it may be expedited
request that this reminder may be returned at once
with information as to:-

- (1) the stage at which the matter now is,
- (2) the date by which a reply may be expected,
and
- (3) the circumstances which have caused the
delay.

Office Secretary S. B. Muthu
Signature.

Station Master St George

Dated 18. 12. 46.

SUBJECT. Hst Secy to Gov
E.S. H. Dept.

Report of the Higher Education
selection Committee of the
Central Advisory Board of
Education. Action
Taken. P.T.O. 22/12

R.C.No. 11319 E.4/46.

Madras, 7th March 1947.

From

Dr. S.R.U. Savor, M.A., D.Sc., I.E.S.,
Director of Public Instruction, MADRAS.

To

The Secretary to Government,
Education and Public Health Dept.

Sir,

Sub: Central Advisory Board of Education - Report of the
Committee on admission of pupils for higher education

Ref: Govt. Memo No. 66089 B2/46-2 Edn., dated 11-11-1946

With reference to the above Memo, I have the honour to submit
the following remarks:-

In the existing conditions I consider it totally impossible for
any selection to be made at the end of the Junior Basic stage i.e. at
the age of 11 plus. Even in regard to the Senior Basic stage it is
unpracticable to think of any selection even though the number may be
reduced. No amount of training will enable the Headmasters to discharge
their responsibilities in this direction and if the lists prepared by
them have to be further scrutinised by the Inspecting Officers a lot
of additional work will be created. If on the top of this there is
to be another common examination controlled by ~~the~~ a Board of Examiners
constituted for the purpose as contemplated in para 13 of the report
an elaborate machinery will have to be set up for running this examina-
tion. I would like to recall that this examination will be a revised
edition of the old primary school examination which was justly discarded
in the opening year of this centre. Apart from these very serious
difficulties any suggestion of selection just at this moment, will
arouse public opposition as it is bound to be interpreted as a measure
devised to prevent pupils from backward communities from receiving
the benefit of higher education. The guards suggested in paras 17
and 18 of the report are not adequate.

2. Attention is also invited in this connection to my letter
to Government R.C.No. 1822 E/45, dated 27th March 1946 with ref. to
Government Memo No. 21929 B-1 Edn., dated 11-9-1945.

For Director of Public Instruction

P.R.K. 8/3/47

The file referred to in para 2 above
is linked with another file
and may be made available
at 2.47.

REPLY.

To The Assistant Secretary to Govt
Education & Public Health
Dept.

Resubmitted

The matter is under consi-
deration and a reply will be
submitted shortly.

for Director of Public Instruction

E.P.H. Dept.

This may be over till
10.2.47.

19/1/47

12/1/47

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15/3/42
for
for
at

Ed P. H. Dept [B2]

Telephonic Message

From,

The Asst Secy to Govt.
Ed P. H. Dept, Secretariat,
Fort St George, Madras.

To

The Deputy Director
of

Public Instruction, Madras

Please return, the Report of
the Committee of the Central
Advisory Board of Education
forwarded to you ^{for sending you reply} with this

(P.T.O)

12

Office memo no. 66089 B2/46-2 dated 11.11.46.

12 of 1

P.C. wgo

22482

20 MAR 1947

For Director of Public Instruction

Re. 11319 E4/46.

Office of the
Director of Public Instruction,
Madras, Dated 17-3-1947.

From
Dr. S.R.U. Saviour, M.A., D.Sc., I.E.S.,
Director of Public Instruction, Madras.

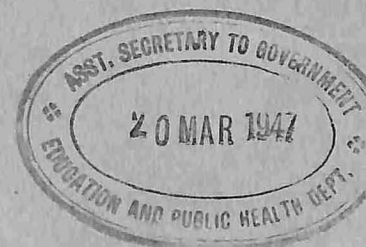
To
The Secretary to Government,
Education and Public Health Department, Madras.

Sir,
Sub:- Central Advisory Board Report of the Committee
on admission of pupils for higher education.

Ref:- Your Memo.No.66089 B2/46-2, dated 11-11-1946 and
Telephonic Message, dated 15-3-1947.

I have the honour to resubmit herewith a copy of the report
of the Central Advisory Board on admission of pupils for Higher
Education.

I have the honour to be,
Sir,
Your most obedient servant,



[Signature]

For Director of Public Instruction

m.k.18/3.

18/3.

14

Very urgent

32
H/8

To
The D.P.I. Madras.

Depd
11/8/47

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Education and P.H. (B2) Deptt.

MEMO No. 66089/32/47-6 Edn. dated 2.8.47

Sub: Higher Elementary and Middle Schools - Syllabus.

The D.P.I. is requested to send urgently a report indicating clearly the difference between higher elementary schools and middle schools in regard to the following points after taking into account the instructions about the use of the regional language for all non-language subjects in high schools and middle schools, besides the revision of syllabus in English itself after its abolition in the primary classes of high schools.

- (1) Syllabuses.
- (2) Admission of pupils from higher elementary to middle schools
- (3) Teaching of English.
- (4) Imparting of instruction in these schools in the regional language.

om
2/8/47

16.

F-8-3/46

Letter/Ref. No. 66289 B₂/46 - Edu. S. 3/11/47. (9)

Copy to the S.P.S. ✓
10/11/47

To The Secretary to the Government of India,
Ministry of Education,
New Delhi.

For this
letter No. 11319 E
- 46 d. 7-3-47

Sir,
Subject - Report of the Higher Education Selection
Committee of the Central Advisory Board of
Education.

p. 1. c/f

In reply to your letter no. F-8-3/46-E. II dated
10-10-1946 I am directed to state that the Govt.
of Madras considers it will not be possible advisable or
acceptable in the present circumstances to provide
for a selection at the beginning of the Secondary
School stage as recommended by the Committee of the
Central Advisory Board of Education.

Vide p. 9. of.

AS
31.10.47

2/11/47

y. o. s.

19 Gov P.H. (Lr) Dept.

(win) 66/13/11

D.O. No. 66089 Br/Ed. dated 12.11.47 (10)

Dear Dr. Saroo,

Subject - Continuation of higher elementary schools.

Ref. Correspondence ending with ^{your} letter no. R.e. 11319 En/4 dated 7-3-47.

I am to forward a copy of the minute of H. H. (Edn) along with ~~its~~ enclosure on the subject cited above and to request you to offer your views on the points raised in it.

To. Dr. Saroo
Dr. S.R. V. Saroo,

AS 10.11.47 10.11.47

DM 12/11/47

Yours sincerely,
W. 14/11/47.

M. A. D. S. S. S.
D. P. S. Madras
(with a copy of Xitt 19-10-47 and Yitt P.P. 5.8.47).

20

11-11-47

21 E.P.H. (C.L.) Dept.

D.O. No. 66089 Pz/46 ⁹ Edu. 8. 10-1-1948. (11)

27
12/1

Dear Mr. Savor,

Subject- Continuation of higher elementary schools.

I am ~~request~~ ~~you to expedite~~ ask
for an early ~~your~~ reply to my D.O. No. 66089 Pz/46-8 Edu.
dated 12-11-1947 on the subject ~~noted~~ ^{noted} above.

To ~~Depy~~ ^{Depy} ~~15-1-48~~ ¹⁵⁻¹⁻⁴⁸
Mr. S.R. V. Savor,
M.A., D.Sc., J.E.S.,
D.P.S.,
Madras.

AS
7.1.48
8/1/48

Yours sincerely,
J.M. 9/1/48 S. ^{10/1/48} ^{10/1/48}

[Faint, mostly illegible handwritten notes on the left page, possibly including dates and administrative references.]

[Handwritten marks and numbers, including '1', '2', '3' and '1341', possibly indicating a list or sequence.]

[Handwritten signature and text:]
 To
 The D.P.G.
 (by name)

[Handwritten header information:]
 D.O. No. 66089 Bz/uf-8. Edu. 8
 1-5-48
 23-
 E.P.H.(2) D.P.G.
 (12)

Dear Mr. Reddi,
 Subject - Continuation of higher elementary schools.

I am to invite a reference to my D.O. No. 66089 Bz/uf-8. Edu. 8 (12-11-47) addressed to Mr. Sarav, and to request that you may be expedited that your reply may be sent at an early date.
 Yours Sincerely,

[Handwritten signature and date:]
 29.2.48
 Bz/uf-8. Edu. 8
 1/2/48

24

25

EDUCATION

DEPARTMENT.

C.F. 30.

Received 19 . Registered 19 .

5019A

Subject.
EDUCATION- Higher Elementary Schools - Conversion into
Middle Schools - proposals.



ENCLOSURES.

No.

Spare copies:

C. No. 1386-B1/48.

Station Madras., Dated the 1-7-48. 19

From (Name) Sri D.S.Reddi, M.A., (Oxon) ..

(Designation) Director of Public Instruction,
Madras.

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

Sir,

Page 18 CF 86
Govt. 2338
16-9-48

Ref:- Your D.O.No.70569/46-3-C1-Edn. dated 16-4-48.

I agree with the views of the Secretary contained in
the note appended with the D.O. letter No.66089 B2/46-8 Edn.
dated 12-11-47.

The only justification for the continuance of Higher
Elementary Schools is that it provides a cheap kind of edu-
cation in the rural parts. There is force in the argument
that the gulf between the rural population and the urban
population and between the rich and the poor in the matter of
education should be bridged.

The Higher Elementary Schools are not as it is today,
provided for a kind of education different from the one
provided for in Secondary Schools. Though teaching of
English is only optional and the difference in the syllabus
in the various subjects is only slight in actual practice the
elementary schools are an inferior type of secondary schools.
Since pupils who pass VIII standard Public Examination with
English optional are admitted into IV Form without any
p.t.o.

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any further study in Secondary Schools, the difference between the two no longer exists.

As observed already the purpose of the Higher Elementary school is two fold. It provides a cheaper and inferior type of secondary education preparing pupils for admission to a high school; but the more important purpose is that it supplies candidates for our Higher Elementary training at a cheaper cost.

I am on the whole in favour of converting all Higher Elementary Schools into Middle Schools with certain safeguards to ensure free education to poor children, particularly in the Rural Areas. This need not be considered irregular as the age for elementary education is likely to be extended upto 14 which covers this period of higher elementary schools or middle schools form I to III.

The possibility of making compulsion up to VIII standard is very remote be ruled out of consideration for the present. It will be desirable to provide free education in the Middle Schools in the villages to all poor children of the educationally backward communities and Harijans and half-free to all poor children of the forward communities. This will be an extension of the concessions now given to girls in the middle schools in Forms I to III to boys also. In addition a fee - remission (Full or half) may be granted to poor children of Forward communities as in the case of Moplas in Malabar upto 20% of the strength of each class. These concessions may be given for a period of 5 years in order that there may not be a sudden change from free education. If this is done, the question of cost to the parent may largely disappear.

Together with this, if the District Boards are permitted to incur expenditure on the middle schools out of their Elementary Education Fund, the Board's may not find it difficult to convert the Higher Elementary Schools into Middle Schools.

There will still be ^{no} obstacles, the difficulty in getting sufficient number of graduates for the posts of Headmasters of these schools and the difficulty in getting suitable accommodation and equipment.

Under the revised scheme of studies no elaborate equipment for science is necessary. As regards accommodation, a very large percentage of schools have only small strength in the classes. The existing building can be utilised for a fairly long time.

Till sufficient No. of L.Ts are available for employment, Inter trained secondary grades first and untrained graduates may be permitted to be Headmasters of these schools for a specific period, say, 3 years or 5 years. If necessary a short course of training may be given to the untrained graduates in Basic Education.

A suitable scale of pay for headmaster of Board School and grant for headmaster of aided schools will be suggested, if government approve the proposal. All specialist teachers like Physical Training Instructor Drawing and Music Instructor may be dispensed with except that of a Craft Instructor.

The idea of two ladders to high schools are out of place in any democratic country. The trend even in England is to have only a single ladder which is more in accordance with the modern spirit.

Hence both local boards and aided schools may be permitted to convert their schools into middle schools if they choose to do so, but provision for the elementary schools may not be withdrawn immediately.

for Director of Public Instruction.

pk. 6/7/48.

85/11/108
27-9-44
10/12-13
C
F

[70569
22/40]

cm 66089/461

E. & P. H. Dept.

Sub:- HIGHER ELEMENTARY SCHOOLS - Conversion into Middle Schools - Orders passed.

Read: From the D.P.I., No.1386-B1/48, dated 1-7-1948.

ORDER (MS.) NO. 656 EDN., DATED 9-3-1949

The Govt. have examined the question whether the higher ele. schools in the province may be converted into Middle schools and they have decided that the higher ^{the} ele. schools may continue for the present, but that an attempt may be made to convert about 200 higher ele. schools into full senior basic schools.

To

The D.P.I.

(with copy of
H.O.'s minute)

HP 19-20
NF

DM
3/3/49

W
3/3/49

From the Govt of India, Dept of Edu
 no F8-3/46. EII. Dated 10.10.46.
 was for of the D.P.O. on 11.11.46, § 7.3.46
 Sub: Central Advisory Board of
 Education. Report of the Committee
 in regard to selection of pupils
 for higher education.

The Central Advisory Board
 of Education appointed a
 Committee to consider the question
 as to the methods to be adopted
 in the matter of selection of pupils
 for higher education. The report
 of the Committee is at flag 'C'.
 The Govt of India have forwarded
 the report of the Committee and
 have requested that they may be
 informed of the action taken or
 proposed to be taken on the report.

2 The D.P.O. to whom the
 report of the Committee was referred
 to for remarks, points out that
 it would be difficult to adopt
 the recommendations of the
 Committee and that any action
 taken on the lines suggested
 by the Committee would seriously
 handicap the progress of
 education among the backward
 classes. The same question
 has been raised more or less in
 similar ~~letter~~ ^{form} this in another
 connection. Please see the notes

in the linked file. The question whether any restriction should be imposed in the matter of admission of pupils in high schools is to be discussed at a conference of educationalists to be convened shortly. The Govt of India have already been informed that the view of this Govt will be made known to them after the conference concludes its deliberations.

3. For orders whether the attention of that Govt may be invited to the reply already given and they be told that the matter is still under consideration.

4. The file may be submitted to HM (Edu) for orders

SPL
2.5.47
5-5-47

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'P' at page 9 c.f.: I do not think this argument has much relevancy. The old primary school examination was ^{for a} entirely different purpose: for testing the fitness of candidates for the lower grades of the public service and of teachers for admission to elementary normal schools.

'R' at page 9 c.f.: The framers of the report have been alive to this aspect and have suggested safeguards which I consider would be effective, and far from being a measure designed to prevent pupils from backward communities from receiving the benefit of higher education, a proper method of selection would really, as will be pointed out further below, really designed to overcome the handicaps which they suffer under the existing arrangements for access to higher education.

The question cannot merely be dismissed so off-hand as the Director has done.

The papers in the linked file will show that the Government of India attached particular importance to this question and we promised to review the decision we had previously taken, namely, that no further restrictions need be imposed than are in vogue now. At page 1 c.f. the Government of India have again stressed the importance of the question.

The ground which they have indicated at ('M' at page 1 c.f.) and which is mentioned by the committee also in its report (para 6

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at page 2 of the report) is undoubtedly valid.

It is wrong to look upon the proposal as if it would curtail educational opportunities for the backward classes. The committee itself has, as already mentioned, indicated the safeguards necessary to avoid that.

^A
~~The~~ scheme of scholarships and maintenance allowances is an obvious solution for help to such pupils of the backward classes as are found to be likely to profit by secondary education. And moreover arrangements like the one we have already made (10 per cent reservation in schools) will also be specific safeguards. The point then will be that while due care should be taken that no section of society are swamped under any process of selection, selection ^{should be} ~~is~~ applied so that from each of those sections only such pupils as are likely to profit by secondary education are actually allowed to proceed to it.

2
It is undeniable that facilities for secondary education are not at present fully commensurate with the demand. They are available mostly in urban areas - which thereby get a pull in that respect. Pupils from elementary schools attached to high schools automatically get preference in the matter of admission into the secondary section - Form I. Pupils of elementary schools in some locality have a good chance still left. Pupils of elementary schools in the outlying rural areas stand much less chance. ~~but still~~ ^{to some} they may have something left. Those who resort to secondary education, when they are beyond walking distance of the secondary schools, can be only such as belonging to families that can afford conveyance, or the setting up of the establishments in the centres where the secondary schools are located. Parents who cannot afford this either give up ^{educating the} ~~taking~~ children after the V Standard or in some cases, go in for the higher elementary schools which expressly gives a different type of education (the point which will be discussed later).

There is room for a later in-flow from the higher elementary schools into the higher forms of secondary schools - but in the process some ^{the same} handicaps appear as are

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referred to above, probably in accentuated form, as far as pupils who come from outside the secondary schools and from the outlying rural areas are concerned - with the added difficulty of a test that will be imposed by the headmaster before admission.

There is absolutely no doubt that in the present circumstances there is ^{an} ~~nothing~~ ^{adventitious} bias in the matter of admissions to the secondary schools in favour of the urban areas as against the rural areas, and in favour of pupils attached to the elementary classes of a secondary school and ^{by} those coming from the elementary ^{schools} ~~classes~~ of the same town as against pupils from elsewhere, and these latter have got to scramble for seats, and that in neither set of cases does the question of ability to profit by secondary education figure at all. It is only a question of those classes ^{that} ~~that~~ can afford secondary education by reason of being well to do, or having academic traditions, ^{not have any access to it} or being in proximity to high school centres. In other words it is social and economic features that mark the distinction between elementary and secondary education, and not strictly educational factors.

Any corrective, therefore, that would restore the balance in favour of the latter factors should be welcome. And a process of selection will really tend to restore that balance, and will really be to the advantage of those sections of society that are ~~now~~ ^{now} not able to resort to secondary education.

It is time also, I think, that we reconsider the whole question of higher elementary education. We have so far been proceeding on the hypothesis that higher elementary education should be distinct from the corresponding stages of secondary education. The idea deliberately was that it should be a different kind of education ^{Self-contained} ~~has been~~ ^{leading to} vocations (in practice mostly school-mastering). The differences in the matter of buildings, staff, equipment and syllabus underline the fact that ^{it} ~~was~~ ^{an} to be inferior type of education. If we perpetuate this, when we come to the stage when elementary education up to Standard VIII will be compulsory, we will only continue to have this type of inferior education.

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continue to have this type of inferior education for the bulk of the pupils and a superior type (secondary education) for the comparatively few who are favourably placed. In an advanced country like England an arrangement which was similar to this was long felt ^{to be a blot; it} ~~to be that~~ is being removed only now when education being made compulsory for all pupils until the age of 15 or 16; and selection now proposed to be made there is for diversion to various types of secondary education (grammar, modern, technical) for the post-primary stage, and there will no longer be a distinction between an inferior type of post primary elementary education and secondary education as superior type. It may be very long before we reach that stage. But meanwhile is it necessary that we should travel the intermediate stage which was travelled in England, and which caused a considerable amount of adverse criticism, when they had post primary schools which, ^{while} ~~in respect~~ of few progressive central schools, ^{generally} were inferior to the corresponding sections of secondary schools. They had then a system of selection for secondary schools. But it did not entirely remove the handicaps which they also had, ^{the kind referred to above as existing here.} It is pertinent to observe here that where as the question of urban bias was a comparatively smaller matter in England where the rural population is proportionately much smaller than the urban, with us the rural population is preponderately larger and the problem of schools more acute.

We have already narrowed the gap between elementary section attached to high schools and outlying elementary schools by abolishing English in ^{the} lower classes.

Permissive teaching of English in higher elementary schools has also tended to narrow the gap to some extent between higher elementary schools and corresponding classes in secondary schools.

Increasing emphasis on craft teaching should be of equal validity for the corresponding sections in secondary schools as for higher elementary schools; if this is accepted the gap would be narrowed still further.

7
It is a matter for consideration therefore whether we should not, in order to equalise opportunities for secondary education as widely as possible so as to be in tune with a democratic age, and in order to simplify the switch-over ^{later} ~~later~~ on to a scheme of compulsory secondary education, completely give up the theory of inferior type of post primary education as exemplified by the higher elementary school, and equate the higher elementary school and the corresponding section of the secondary school in all respects.

This would mean the conversion of all higher elementary schools into middle schools, and the opening hereafter of middle schools on a liberal scale, to be commensurate with, at present, the voluntary demand for post primary education. When we come ^{to} the stage of implementing compulsory education up to "Standard VIII", these middle schools will be further extended or ~~further~~ increased. The change, will I expect, be substantial in regard to buildings, equipment and staff - more in respect of staff rather than of the rest. The cost will have to be faced, fees will have to be levied so long as this stage of education is voluntary - with provision for exemption in the case of backward classes and with liberal provision for scholarships and allowances in the case of poor pupils. Fees should be abolished when that stage of education becomes compulsory. We will have to arrange for local bodies to have the power to run ~~these~~ middle schools ^{expending} ~~proceeds~~ of the education cess on them (that is, the ^{fact} ~~effect~~ that they will be middle schools and not higher elementary schools should not be allowed to make any difference).

Until we get ^{to} the stage when education up to the "VIII Standard" will be made compulsory - and that will take a considerably long time, as we see it now - we may at least make provision for post-primary education (that is education beyond Standard V ¹/₂ and up to Standard VIII or Form III as above). This will have the advantage of equalising opportunities as between urban and rural areas and as between monied classes and poorer classes and as between sections of community with academic traditions and those who ^{have} ~~need~~ still to build them up. There would be another advantage also.

8
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The two sets of persons contrasted above now tend to have their children isolated from one another to a ^{large} ~~large~~ part - one ~~set~~ ^{right from the beginning - i.e.} set going to the secondary schools from the lowest ^{five} ~~five~~ classes, and the other to the elementary schools. That isolation will be broken and all sections of the community will, to a very much larger extent, go to common schools - for, conditions up to ~~Standard~~ VIII or Form III being equalised, there will be no need for those who resort to high school education ultimately, to go into high school right from the outset. It may be remembered that it is the essence of arrangements like those embodied in the Grundschule in Germany and ^{the} Ecole Unique in France that pupils of all classes of the community ^{should} ~~should~~ attend the same schools as far as possible in their earlier stages of education.

If post-primary education should be designed in this way there need not be any selection for secondary education until at the ^{stage} ~~age~~ of Form IV. At that stage it would undoubtedly be necessary, on the ground indicated at the outset of this note. But at that stage, numbers will be manageable, and the point that the pupils will have reached an age when assessment of capabilities and attitudes can be made with more accuracy, will be a decided advantage. The methods of selection suggested by the committee may then be applied. The circumstances will be altered when we get ^{to} ~~to~~ enforce compulsion upto "Standard VIII". But that stage will take a considerable long time to reach. And even then the only difference will be in regard to the numbers to be handled: the principle will still be the same.

If these views are accepted the reply to the Government of India may be on the following lines:-

We accept the principle that selection is necessary. We agree also that the methods of selection indicated are generally acceptable; we consider however that in view of the large numbers of pupils to be handled, the comparatively low qualifications of the teachers in elementary schools and of the fact that tests applied at such a tender age would be of comparatively less validity, it would not be expedient to

9
Stage
apply selection at the age of 11 or at the age of Standard V,
and that it would be better to ^{apply} it at the age of about 14
or at the end of Standard VIII or Form III, when ~~after-a-long~~
(for a long time to come) the numbers will be more manageable
and the tests will have better validity; that, it is desirable
to equalise all types of post-primary education (that is after
Standard V and up to Standard VIII or Form III) whether available
in high schools or ^{at the same time} what are now higher elementary schools, and
tests on the lines proposed by the committee be applied to
pupils of all classes who complete the stage of Standard VIII
or Form III; and that Government are considering the question
on these lines.

I have gone through the Report of the Committee
as well as the notes above. To me some of the standards
set up by the Committee for selecting boys to the higher
classes seem to be very difficult from the administrative
point of view. Selection at the lower primary stage will,
in my opinion, not be desirable.

We have provided for bifurcation in the post-third
form stage. Even that is considered to be too early by many
people and this idea of any selection of pupils for admission
in the secondary schools will be opposed by a large section of
the community. Even psychologically I do not think it is very
sound or workable. We may write to the Govt. of India as
follows:-

That this Govt. feel that it will not be advisable
or acceptable in the present circumstances to provide for a
selection at the beginning of the secondary school stage.

The Secretary has in the course of the discussions
raised another matter which ~~must~~ we must consider and come
to a decision i.e., whether the higher elementary schools may
be allowed to continue as a separate entity or they will be
abolished and one system of education i.e., secondary education



may be substituted for it. That matter may be taken up
separately and put up separately for consideration.

15A
24-10-47
Please see the H.M's minutes at p.p. 9-10. Ante.
With ref. to A at p. 9. Ante a draft reply to the Govt.
of India is subd.

After issue of the letter further action will be
taken with ref. to B above.

Re 1386-D/48
31.10.47
2/11/47 S
3/11/47

[Insert as letter no. 66089 B2/46-7. Ed. 3-11-47]

With ref. to B above a draft D.O. to the D.P.S.
is subd. or seems desirable. Some remarks
are also given on the points raised.

10.11.47
12/11/47 S
12/11/47

[Go no. 66089 B2/46-8 and 12-11-47]
From the D.P.S. no. 1386-B1/48 dated 1-7-48

Enc. 4 P.B.

The question raised in this file is whether the ~~system~~
of Higher Ele. Schools should be continued. In 1932 the
Govt. appointed a Committee to consider and report the statu
of Higher Ele. Schools. The Committee's report was submit
to the Govt. in 1934 by the Director with his recommendation
The report revealed that ^{many} Higher Ele. Schools in this
Province were poor imitations of Middle Schools, though

p:t-o.

though the staff employed in these schools were not competent to provide ^{the} instructions required in Middle Schools.

The Committee expressed the view that there should be a distinction between the system of education imparted in Higher Ele. Schools and Middle Schools. Accord-

ing to the Committee the Higher Ele. Schools should be ^{a distinct type of school} ~~radically different in character~~ ^{from} ~~the~~ Secondary schools and should be closely related to the after -

school conditions of the life of the ^{pupil} ~~child~~ and make ^{him} ~~it~~ fit to lead ^{settle in life after the completion of the school course} ~~carry on the land or in a trade~~.

While Higher Ele. schools ^{should} ~~prepare~~ ^{pupils} ~~students~~

for a definite walk of life, Middle Schools are expected to pass these children ^{to} ~~High~~ Schools. With

a view to ^{keeping} ~~keep~~ ^{the} ~~High~~ Ele. schools distinct from Secy. schools the following measures ^{were} ~~are~~ adopted:-

1. Introduction ^{of} ~~for~~ vocational bias in the Higher Ele. School^x syllabus.
2. Lowering the standard of teaching in English in these schools.
3. Institution of ~~an~~ common examination at the end of the course.
4. Modification of syllabuses so as to make education suitable for rural parts.

With a view to prevent ~~in~~ the flow of pupils from Higher Ele. schools to Secy. schools the M.E. Rules were amended permitting the admission of pupils passing out of Higher Ele. Schools only into the III Form of the High Schools. (This ~~restriction~~ ^{has} been removed in certain cases.)

2. It will be seen from the notes above that the intention of the Govt. was to keep Higher Ele. schools distinct from Middle schools. The D.P.I. says, that in spite of all these measures the object has not ^{been} ~~been~~ achieved. He therefore considers that Higher Ele. schools may be ~~abolished and~~ converted into Middle schools if managements so desire. The question is

9 have
indicated by
view of
H: 4 - 6 etc
H: 10 is in
agreement with
my views.
by

This Committee
is in distinction
between the
H.C. and the
Middle School.
The whole of the
course is to be
in keeping with the
view that the
pupils should be
prepared to take
up the high school
stage (primary)
the whole of the
course is to be
in keeping with the
view that the
pupils should be
prepared to take
up the high school
stage (primary)
the whole of the
course is to be
in keeping with the
view that the
pupils should be
prepared to take
up the high school
stage (primary)

This we
have seen
in the
reference of
the whole
course.

From the above
it is clear that
the whole of the
course is to be
in keeping with the
view that the
pupils should be
prepared to take
up the high school
stage (primary)

is one of policy and is closely related to the scheme of educational reorganization. It is also a matter for discussion and criticism by Educational experts.

3. The scheme envisaged in the report of the Central Advisory Board of Education on post-war educational development is that there should be 2 different courses of education after the junior basic stage upto the University stage as explained below.

4. Children completing the junior basic stage should ordinarily be admitted to schools of senior basic type. The Board considers that special facilities should be provided to educate children who desire to embark on a more prolonged course of further education than can be provided in the senior basic schools. Please also see para 2, Chapter III of the report (pp.15-16). Children admitted to senior basic schools will finish their full time schooling in 3 years and take up to some occupation for livelihood. He should be prepared to take his place in community as a worker and as a future citizen.

Those who pass on to the high school stage will have to study for a period of 6 years. The course in high schools while preserving an essentially cultural character will be designed to prepare pupils for entry into industrial and commercial occupations as well as to Universities. In the Junior Department of the high schools the course of instruction will be very much the same. After students complete their junior stage of high school education they will be given option to take the academic high school course (senior stage) or to receive training in applied sciences and industrial and commercial subjects in technical high schools. After the completion of high school course (either academic or technical) students will ordinarily be given education upto the university stage either on the academic side or on the technical side. Thus the Central Advisory Board intends there should be 2 types of education left open to students who pass out of the junior basic schools.

5. The proposal to abolish higher ele. schools and to convert them into middle schools will have the effect of leaving only one course of education open to pupils passing out of junior basic stage. Orders have been issued that instruction in crafts should be provided in secondary schools also. It appears to be the intention of Govt. that the education in high schools in the junior stage should of the senior basic type. If so, the course of education of the academic type envisaged by the Central Advisory Board will not be provided in Forms I to III by this Govt. This is a matter of policy ^{and} the question is fit to be discussed by educational experts as already indicated.

6. The Director has made certain suggestions to overcome the difficulties that may arise on account of the conversion of Higher Ele. Schools into Middle schools. One of them relates to the grant of large fee concessions to poor children. It has been accepted that the cost of maintaining a middle school is generally higher than that of conducting a Higher Ele. school. But it may be pointed out that the strength of middle schools will be larger than that ~~for~~ of higher elementary schools. The rates of fees for Middle schools are higher than ^{than} ~~that~~ for higher elementary schools. Therefore the net expenditure to managements on account of the conversion may not be considerable.

7. The D.P.I. suggests that local bodies should be permitted to incur some expenditure on Middle schools from the Elementary Education Fund. Under Section 33 of Ele. Edn., Act only expenditure on Elementary Education can be met from the Elementary Education Fund. The amount available in the fund cannot be diverted for any other purpose. The Elementary Education Act will have to be amended ^{for the purpose} ~~but~~.

8. It may be pointed out that the Elementary Education Fund is working at a deficit and it may not be desirable or possible to utilise any portion of the Fund for secondary education. ^{It} seems that the proposal may first

It is
contended that
high schools are in
fact desirable.
by

Please see my
remarks overleaf
by

There is in fact
very little
difference in
help given
by

pp 25-26
I get with
the D.P.I.
proposals in this
respect.
by

I agree; please see
R. at p. 7 and
by
(included in the
note sent to D.P.I.
with 80 No. 16089/22
12-11-47)

by

Can be done where
it is feasible - I am
personally in favour
of it. It is in the
interest of the
children.
by

I am
in a hurry
with the
outline of
the measures
proposed by the D.P.I. at
p. 26 of A.L.N. at p. 26 of my views is that
advancement should be more comprehensive & should
be planned: please see L at p. 7 and - I in proposed
at 'N' at p. 26 of would be only a first step.
The question of fees by
the Govt. is a very delicate matter.
I have to be given info. that can be done if the
principles suggested by me, & the outline measures
indicated by D.P.I., are accepted.
The proposals may be
placed before the Prov. Adv. Bd. by note at
p. 4-8 and D.P.I. is kept at p. 25-26 my own
basis for discussion.
by
13/11/47 (by)

1386-11/47
17-11-47

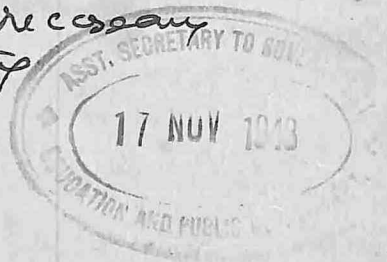
8/11/47

The matter of the reorganisation of higher elementary schools in this Province is a very important matter. It has two points of view. (1) It provides a cheap course to middle school education to the poor boys in the villages. (2) It is also a recruiting ground ^{for} of many of our higher grade trained teachers. If we accept the view of the D.P.I. to convert it into a middle school, we will have to charge the same fees. If we show a concession to some middle schools, there will be an agitation in the other middle schools for a reduction of fees which we cannot afford at this juncture. and the levy of fees to poor boys will not have the advantage of even this education above the elementary school stage and so the better thing will be to keep it as a distinctive type which may serve as a ^{recruiting} ~~feeding~~ ground for higher grade teachers but at the same time improve the curricula by giving them intensive

15
courses in certain subjects without burdening the study of foreign languages.

The D.P.I. may go through these points and if he thinks it necessary, he may prepare a note on the subject and put it before the Provincial Advisory Board of Education on the 26th instant. I believe there may not be sufficient time for it as the time before the meeting of the Board is only about a week.

In those circumstances, he may go through these notes above and submit his views on the matter if necessary. It may be referred to the next meeting of the Board.



For orders whether the notes may be sent to the D.P.I. with refce. to H.M.'s minute above.

B.M. 20/8/43 S/H
W/H

Resubmitted.

2. As several points have to be examined, I suggest that this question may be examined in all its aspects including the financial implications by a small committee of not more than 5 members of which one may be a Basic Education expert, the Basic Edn. Officer or some one else, two others and an officer of the Director's office, preferably the Dy.D.P.I. (Ely Edn)

D.P.I.

To
The Secretary to Govt.,
Edn & P.H.

EDN & P.H. NO.
66089/46-1 C1 Edn
20/8/43

30/16/43

16
23
Please see the remarks of the D.P.I. at the bottom of page 15 and. This may be circulated to H.M. (Edn) for orders.

H.M. (Edn) wanted to see this file as he desired to include the creation of higher ele. schools in the note for the cabinet on ele. education. He said he will send a note.

B.M. 23/11/43 S/H
W/H

The D.P.I. may be asked to put up his report as soon as possible. He may also be asked to consider the following:-

This matter came up before the last meeting of the Basic Education Board. The proposals with regard to the reform of higher elementary schools are:

(1) Whether it should be allowed to have a nebulous existence as it is without (not) being equal to the high school;

(2) Whether all higher elementary schools should be converted into high schools:

(3) And this was the suggestion put forward by Mr. Ariyanayakam and about which a great deal can be said whether all our elementary schools may be converted into full basic schools of 8 years with complete craft education etc., as advocated by the Hindustani Talimi Sangh.

2. The first position is not satisfactory and that is why proposals for reform are being proposed.

3. With regard to the second also, it may deprive a large number of people who are having education at a small expense and going for higher grade training. No doubt it will be profitable for Govt. to make them into middle schools but that will be resented by the public as the abolition of the facility till now existing.

4. The third proposal is worth consideration. As most of our higher elementary schools boys go only for higher grade training, the conversion of the higher elementary schools into full basic training schools will be useful in making them efficient teachers. I agree with the view that some scope must be given for these students to join high schools also and there should be no ban for these people from joining high schools. They must be enabled to join high schools under certain conditions and that may be by prescribing another year and giving them knowledge in English and Hindi which we need not provide for the normal higher elementary school as teachers who teach the junior basic schools need not have knowledge of any other language than the regional language.

5. The D.P.I. may be asked to examine these matters under these points of view and report as soon as possible so that we may come to a conclusion in the matter. In view of the necessity to consult the D.P.I. over this matter, this need not be referred to the Cabinet along with other notes for the reorganisation of elementary education.

TSR
29-11-48



It is for orders whether the papers may be sent u.o. to the D.P.I. again with refce to H.M.'s minute above.

18/11/48
30/11/48

30/11/48

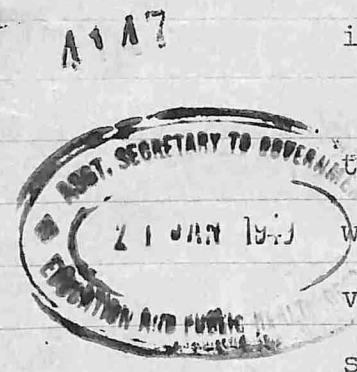
ETP:ms:mv
66089/46-2 C.E.D.
30-11-1948

Resubmitted.

2. The following proposals are recommended.-

(i) The principle of the conversion of Higher Elementary schools into senior basic school may be accepted.

(ii) The above principle may be given effect to by the conversion of 5 higher elementary schools during 1949--50, these schools being conducted as Government institutions.



There are only about 20 secondary grade teachers under training in Basic Training schools, who will be available for employment in Basic Schools. Conversion of higher elementary schools into senior basic schools requires secondary trained teachers at least for the top classes and therefore the number of schools to be selected may be limited to five for the present. Since these schools will be models for future expansion, it is necessary to make all the necessary provision for their proper working. This can be ensured only if they are conducted directly by the department.

(iii) Provision may be made for secondary grade training in Basic Training Schools from 1949--50, with a view to supply the necessary teaching personnel for future expansion.

(iv) Provision may also be made from 1950--51 for preparatory classes in high schools in the areas where the conversion is given effect to, to enable such of the pupils passing out from senior basic schools as desire to join a high school to do so, the preparatory classes providing the necessary additional instruction.

This question in detail may, however, be taken up for consideration after two years when we may be in a better position than now to assess the achievements of the senior basic school leaving pupils and an

appropriate syllabus prepared for the proposed preparatory classes.

For D.P.I.

To

The Secretary to Govt.,
Edn. & P.H. Dept.

EXP. H. Dept.
C1

With reference to H.M.(Edn)'s minutes at pages 16-17 and the D.P.I.'s recommendation on 18.11.19 above. This may be circulated to H.M.(Edn) for orders.

I have my doubts as to whether this is a Ref. in the right direction.

My view this morning

that post-primary education should be a uniform type of secondary education, with the usual variations of fees for various backward classes & for girls, & with independent provision also, if so desired, for free provision in the case of those who prefer to take up teaching as a vocation (a best kept option in such cases).

by
28/1/19
H.M. (Edn.)

The point is while generally it may be accepted that post-primary education may be of a secondary school type, the problem that it presents itself to us is as follows:-

Patently it is evident that we cannot make middle school education free. The cost will go to about 4 or 5 ^{crores} lakhs of rupees. The next alternative is to abolish the higher elementary schools and make all schools ^{as} middle-schools leading to high schools. The

result will be to abolish the facilities for an education approximating to middle school education free or at a very low cost to a large number of children. The number of higher elementary schools is about 2,000. This may roughly cater nearly to about 3 lakhs of children. These three lakhs of children will lose the benefit of this cheap type of education.

Then the problem is you can't maintain both these institutions ~~at the same time if we give them~~ the same status. If we give them the same status, the result will be there will be clamouring for the free or cheap higher elementary schools and children will not go to the middle-schools and so the choice between us is:

(1) to have a uniform system of middle-school education and abolish the higher elementary schools which have been giving these facilities to nearly about three lakhs of children; or

(ii) to abolish the middle-schools and make all schools higher elementary schools; or

(iii) to provide the cheap facilities to these poorer type of children and also maintain the middle-school separately and for that purpose also maintain the difference in status between these two schools.

The second is obviously impossible. The removal of the facility in the first will also create a lot of agitation since it affects the facilities given to a large number of children and so we are thrown back only upon the third.

In these circumstances, I think, for the present we shall allow the higher elementary schools to continue and accept the Cabinet Committee's proposal that we may make an attempt to convert a couple of ^{higher} elementary schools into full senior basic schools and convert others also to full basic schools. ^{in course of time} That seems to be the best under the circumstances.

ISA
4.2.19

Please see the cabinet's decision
in the top file. A draft order is subd.
A copy of the minute on pp 19-20 may be
sent to D.I.G. along with the
order.

AM
5/3/49

3

1/10/49

(H. L. Long)

May be approved.

These are all arising out of our decisions on certain
policies with regard to elementary education. If they are sent
to the D.P.I., the D.P.I. may go into them and, perhaps, it
will be better for him to come and discuss with me on matters
~~that may be necessary~~
~~over which he requires decision.~~ By that way we may get at
earlier conclusions than the papers going up and down.

107

7.3.49

A sentence has been added
to the draft in LF.

AM
8/20/49

1/2/49

119928/49
B2