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Sectt. II-27-58,001-2-10-47.

E & P. H (1949) Department.

Ms SERIES.

G.O. NO.

74

(Edu)

Dated

10-1-49.

O for MS

Mr. S. H. G. - 10/1/49

(8)

[Despatch Abstract.]

Text books - Preparation - Objectives to be
kept in view - instructions. Communicated

Back Papers.

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

Further Papers.

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

Secretary, E. & P.H.

Till now, we had given only negative suggestions with regard to selection of text books, to the Text Book Committee. Our common experience is that our text books are much below the mark. In fact, in many respects, they are very bad. The new spirit of the times brought about by the recent social and political changes must be reflected in our text books also and children must be trained through them to become fitting members of a great nation, and for this, it is necessary that we should issue to them a set of considered instructions.

I have thought over the matter for some time and I have evolved a set of such instructions. The matter may be considered and put up. A copy of these instructions is being sent to the D.P.I. so that he may also offer his opinions. The D.P.I. may discuss this with me when he meets me at 3 p.m. on the 29th Decr.

H.M. Education.

Copy to the D.P.I.

P.T.O.

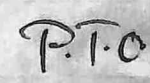
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$$\frac{42}{24-12-48}$$

See near white water we can let the
 Librarian. (I believe the best living animal
 Vessels to let a small net of the Protons &
 Purification of the U.N.O. in the U.N.E.S.C.O. & the Librarian
 (Wies.)



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E.H.P.H

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Edn. & P.H. Dept.

H.M.(Edn.) desires that the Director of Public Instruction should be asked to send up to the Government for information all the instructions issued by Govt. or by the D.P.I. relating to the Text-Book Committees. H.M.'s idea is that all these should be reviewed and published together as a separate pamphlet. Please ask the D.P.I. to send a set of all the instructions.

30-12-48.

Secretary.

E.H.P.H
egs.

Please see the minutes of H.M.Ced on p 3 ante and on p 3 nfi in the linked file below. The orders of the Secretary above may also be perused. The D.P.I. may be P.T.O

E.P.H

may be requested to forward in the form of a pamphlet all the instructions issued either by Govt or by the D.P.I. from time to time for approval of the Govt. and to be published in a book-form. The draft memo below is for approval.

6-1-49

1.49.145
5.1.49

'X' amp 3 w/ in L.F.

no draft

Text books - Preparation - E.H. # (93)
Objectives to be kept in view -
Instructions - Communicated

Order 74 10.1.1949
Ms.

(Y)

The attention of the D.P.I is invited to "A Note for the guidance of the Text Book Committee" forwarded with the Honble Education Minister's Minute dated 20th December - The Director is requested to issue directions to the Text-book Committee and the writers of text-books for schools to see that the instructions contained in the Note are kept prominently in view in the preparation and selection of text-books. He is informed that the "Note" as it stands sets out completely the Objectives

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
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E.H.P.H

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objectives to be ~~considered~~ fulfilled
in this matter. The entire "Note", as it stands,
may be issued as a set of
instructions -

1/1/48

90

Re D P J.

7.1.48

8/1/48

A Note for the guidance of the Text Book Committee.

Till now, we had given only negative rules as directions to the Members of the Text Book Committee while making selections. This has not resulted in any appreciable production of good text books. The times have also changed. We must also take into account the great political and social changes that have come over our country. The recent reorganisation of education in elementary and secondary spheres has been made with that object in view. They have placed a new and higher objective before the people and our text books for schools must be re-written with this higher objective in view.

God willing, this country shall become one of the greatest countries in the world. That greatness may not only be in wealth or man-power but from the point of view of high culture and ideals. Buddha, Asoka and Gandhiji are the representatives of our culture. Our books must represent this great and ancient culture of India so that every child may grow as a strong and healthy individual with character and nobility. To bring these ideals into practice, the following detailed objectives may be observed for our education in the preparation and selection of text books:

(1) To create a virile unified Indian people. Our work today is to build a national character. This means educating children not to be merely self-centred individualists to make their own way in the world but to become a people who will work together to build a new world.

(2) To create a sense of unified people, we must discourage separate consciousness of communities or castes and children must be made to feel kinship with one another as members of one great family.

(3) Children must be trained in confidence and strength. To do so, they must begin with having confidence in themselves, in their families, in their people and in their country.

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(4) Confidence also implies faith in an ultimate Power, viz. God. While a simple and direct faith in an ultimate Power may be cultivated references to individual forms of worship of God in separate communities may not be emphasised.

(5) To infuse faith in the nation, we must have faith in our national heritage. Lives of our national heroes and our great cultural architectural and archaeological achievements etc., may be emphasised.

(6) While children should legitimately be taught to be proud of our country, history and culture, patriotism should not be allowed to develop into narrow nationalism.

(7) Tolerance and understanding between the various sections of the communities is absolutely necessary if we are to create a unified race and to that end, all religions must be respected and children must be made to feel that these are but different paths which people follow according to their ways and temperaments and that all lead ultimately to one goal and that is God. While the fundamental unity of all religions should be emphasised as above, discussion of differences in observance in various sects and cults may be avoided.

(8) The value of work must be emphasised so that the existing barriers of prejudice between the so-called intellectual and manual working classes may go. The fact that while we want great scientists, administrators, etc., we want also the peasant, the weaver, the carpenter and the blacksmith and that these latter are the backbones of the society should be emphasised.

#3

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Result
Two drafts
are now in the
file.
7.1.48

Amended by
6/1/48
by 20/1/48

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(9) Lessons must be co-ordinated with crafts that have been taken up as basic crafts in schools as well as with the ~~activities~~ activities involved in personal hygiene in the home, school, or surroundings.

(10) Simple action songs and ballads infusing courage and strength should be encouraged specially in elementary schools so that joy may be infused in school activities.

(11) Emphasis on character as an essential quality must be laid rather than upon ~~wealth~~ wealth or intellect. Doing one's duty at all costs and properly, and sense of chivalry and hardihood as essential aspects of character must also be brought out.

(12) While a sense of humour may be cultivated in text books, vulgarity should not be mistaken for humour.

(13) Character should include cultivation of good tastes, and good manners and also the capacity to bear with others and live with them. That character develops not in isolation but through living a proper social life and team work. Team work is a combination of self-sacrifice, brains and sweat.

(14) While great love and devotion for the country should be developed, an attitude of friendliness towards other countries must also be developed.

(15) Agriculture is our basic national activity and so, ~~th~~ through books, respect must be infused for it as a national industry and people who are taking up to Agriculture must be entitled to national respect.

(16) Books for children may be profusely illustrated and illustrations must be clear, interesting and educative.

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