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Government of Madras.

Education DEPARTMENT.

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G.O., No 337

Dated 6th June 1896

INDEXED.

[Despatch Abstract.]

MADRAS EDUCATIONAL RULES.

Approving, with remarks, the revised -- submitted by the Director of Public Instruction.

BACK PAPERS.

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

FURTHER PAPERS.

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

No. 337, EDUCATIONAL, 6TH JUNE 1896.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper :—

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., Director of Public Instruction, Madras, to the Chief Secretary to Government, dated Madras, 15th November 1895, No. 12310.

The first edition of the Madras Educational Rules, which was published in 1892, having been sold out towards the end of last year, I embraced the opportunity thus afforded of thoroughly revising the rules before printing a second edition. I beg now to submit for the approval of Government a proof of the rules as revised. I do not propose to submit the Appendices as no material changes have been made in them.

2. To give a detailed explanation of all the changes introduced would involve the writing of a treatise more bulky than the book itself, and the reading of which would be wearisome and unprofitable to Government. I shall, therefore, in this letter touch upon the important points only. Government will be convinced that more than this is unnecessary when I describe the course which has been pursued in this revision.

3. Early in the year I sent a circular to the leading Educational authorities, non-official as well as official, throughout the Presidency, informing them that the Educational rules were about to be re-printed and inviting suggestions with a view to revision. On receipt of replies to this circular, I went carefully over the rules, carrying out the suggestions I had received so far as they seemed to me to be improvements. The rules thus revised were then printed and submitted to a conference consisting of the Inspectors, Inspectresses, two Assistant Inspectors and seven non-official gentlemen representing aided education. This conference sat for 12 days, most of the time being devoted to the Educational rules, especially to the conditions of recognition in section II. The resolutions of the conference were then considered by me in detail, and such of them as seemed to me worthy of adoption (and in point of fact most of them commended themselves to me) were incorporated in the revised proof. This second proof was then circulated to the members of the conference and to other educationists for further remarks. On receipt of these I subjected the rules to a final revision, the outcome of which I now submit to Government. This treble revision has not been an easy matter, conflicting opinions having had to be carefully weighed, the wants of the different grades of institutions and the different parts of the country having had to be taken into account, and the claims of the several educational agencies having had to be carefully adjusted. The work has not been done hastily, and though the rules are doubtless susceptible of further improvement, in the form in which they are now submitted they may be taken to express the opinions of a large majority of those who in this Presidency are entitled to have an opinion on school life and work. There is no such thing as finality in educational affairs and these rules are certainly not submitted to Government as the *ne plus ultra* of perfection. But as a distinct advance upon the old edition and as a step towards something better a few years hence, this second edition is with confidence recommended to Government.

4. I now proceed to touch on the more important alterations.

CHAPTER I.

(1) Chapter I (I think "Chapter" is preferable to "Section") has been considerably expanded. The first section dealing with the classification of institutions follows the arrangement laid down by the Government of India. The definitions of

an English and a Vernacular school have been made more precise than they were in the first edition. Section II of this chapter shows the classes and forms in the several kinds of institutions. Section III is an expansion of similar articles in the first edition, so as to embrace schools for special education. As thus revised, chapter I gives a fairly complete view of the educational institutions existing in this Presidency.

Chapter II.

(2) Chapter II has undergone a very searching scrutiny. The conference expressed itself very strongly in favour of concessions being made to certain primary schools, and the first paragraph of note † embodies a resolution of the conference in which I fully concur. The classes of the community recognized as backward are those enumerated in chapter II of the Grant-in-aid Code and the backward localities are those recognized as such by Government in G.O., No. 263, Educational, dated 21st April 1894. I agree with the conference in thinking that the decision as to what classes and what localities are backward for purposes of recognition may be left to the Director. Hence the substitution of "Director" for "Government" in article 1.

(3) The first part of Article 2 (i) states explicitly the qualifications referred to in article 4 of the first edition and incorporated in the Grant-in-aid Code of 1894–95 and 1895–96; the second part of the same paragraph lays down the length of service which may be allowed to compensate for the want of a general education certificate. The concession provided in favour of teachers of long standing was strongly recommended by the conference and commends itself to common sense. Approved service has always been allowed to compensate for the want of a professional certificate; but Mr. Grigg was of opinion that the rules did not permit of service being allowed to count instead of a general education certificate. But the results of examinations of primary schools show that there are many teachers who have acquired considerable skill in the school of experience; and it would be not merely a hardship to deprive them of their livelihood by an arbitrary rule, but it would also be a real loss to the cause of education. Government will also observe that the concession is only temporary, applying only to teachers of five or seven years' service on the 1st April of this year, when the Educational rules may be considered to have come into full force. Teachers of less service than five years on that date will have to pass a general education examination before they are deemed qualified teachers, seeing that mere service after that date will not be taken into account. If an unpassed teacher with, say, three years' service this year thinks that he will earn the five years' service qualification, he will find he has made a mistake as the concession will not apply to all uncertificated teachers for all time. With regard to teachers in special schools it does not seem expedient or possible to enter into details in a body of general rules.

(4) Articles 3 (i) and 4 (i) are a repetition of articles 2 and 3 of the first edition, with the addition of a clause expressly providing for the lack of a professional certificate being compensated for by approved service. Paragraph (ii) of article 4 deals with the qualifications of Assistants in special schools.

(5) Article 7 makes certain concessions to certain girls' schools and lower primary boys' schools, as recommended by the conference. I may also mention that in this as in many other rules certain functions which, under the old rules, were performed by the Director have been delegated to the Inspector.

(6) Articles 8 and 9 embody certain rules approved by Government in G.O., No. 626, Educational, dated 30th August 1892.

(7) Article 12 has been for the most part taken from Appendix Q of the first edition.

(8) Article 16 about libraries appeared as No. 3 in section III of the first edition. It has been transferred to chapter II because every recognized school, whether aided or unaided, should be provided with a suitable library.

(9) No part of the Educational rules has received so much attention as that dealing with what is known as the inter-school rules. Though the conference did not consider the name "Inter-school rules" altogether appropriate as a designation of these rules, the name will doubtless continue in popular use. Article 17 of the first

edition lays down that, if a leaving certificate is applied for at the beginning of a term before the latest date fixed for the payment of the fee, the head-master shall give it without any enquiry into reasons. Now a difficulty has been experienced in determining this "latest date," and by far the larger number of the complaints that have been referred to me for settlement during the past three years can be traced to the uncertainty as to this date. Managers decline to give a leaving certificate at the beginning of a term unless the whole term fee be paid, on the ground that the certificate was not applied for before the latest date fixed for payment of the fee. When an attempt is made to ascertain this date, no reliable evidence is forthcoming. Articles 17 and 18 are designed to check this fertile source of misunderstanding. To avoid any dispute as to whether the fee has been paid, article 19 has been laid down; but, for obvious reasons, it has not been applied to primary schools.

(10) Article 20, corresponding to article 13 of the first edition, has been modified in accordance with the recommendations of the conference. The additions to article 21 (old 15) have been found by experience to be absolutely necessary. Article 22 is new, so is article 23. The latter embodies a ruling which I felt compelled to issue some time ago for the maintenance of amicable relations between the head-masters of schools in the same locality, as well as in self-defence. A lengthy and generally acrimonious correspondence between two head-masters has generally ended in leaving matters further than ever from settlement, the pupil meanwhile perhaps not attending any school at all. The aggrieved parent would then appeal to me with the result that I have had to wade through the lengthy correspondence between the two head-masters, very little of it bearing upon the real point at issue - the right of the pupil to get the leaving certificate.

(11) Article 25 corresponds to article 17 of the first edition. It has been the subject of most careful consideration by the conference and myself.

(12) Article 26 is new. The second sentence will be difficult to enforce perhaps, but the actual enforcement of it is, in my opinion, of far less consequence than the fact that its presence among the rules will help to teach both the parent and the teacher that each has certain rights and duties.

(13) Article 27 is new. Hitherto pupils who have presented themselves at a public examination have not been asked to present leaving certificates before admission to a new school, it being rightly taken for granted that all the claims of the former school must have been satisfied; otherwise they would not have been permitted to appear for the examination. Though I still think nothing more is necessary in such cases, nevertheless, in deference to the opinions of the majority of those whom I have consulted, I have inserted the article. It is certainly courteous in a pupil to take some means of bidding good-bye to his former school.

(14) The remaining articles of this section do not require comment.

(15) Article 31 is article 6 of section III of the first edition modified. I never have been satisfied with section III of the first edition, which, besides being very incomplete, was very anomalous. The Educational rules have nothing to do with the conditions of aid, these belonging to the Grant-in-aid Code. Further, the department does not concern itself with the recognition of colleges, that being the function of the University. Affiliation takes the place among colleges which recognition takes among schools. I propose, therefore, on receipt of the orders of Government on this letter, to bring the matter before the Syndicate. The University Calendar (page 131) contains what are called "Rules of Affiliation," which correspond to the conditions of recognition in the case of schools. But the rules of affiliation are very few and meagre, and it would be well if they were amplified on lines somewhat similar to chapter II of the Madras Educational Rules as now submitted to Government. I have, accordingly, incorporated in article 31 all that applies to schools in section III of the first edition, and what applies to colleges will be recommended to the Senate for incorporation in the rules of affiliation. Those conditions which are neither conditions of recognition nor of affiliation will be incorporated in the next edition of the Grant-in-aid Code.

(16) In article 35 it is provided that an interval of not less than six months shall elapse before recognition shall be restored to a school which has ceased to fulfil the conditions. It has frequently happened that a manager admits pupils without leaving certificates in the expectation that, if recognition is withdrawn in consequence of this violation of the rules, it will be restored to him in time to enable him to send up pupils to the next public examination. If this were done, withdrawal of recognition would cease to be a penalty.

Chapter III.

(17) Section IV of the first edition is designated chapter III in the new edition.

(18) Articles 3 and 5 in the first edition are omitted, the former being included in chapter II and the latter in chapter IV.

(19) In article 3 of the new edition I have raised the figures for the strength of classes.

(20) Article 5 is the old article 11 without material change.

(21) Articles 6 and 7 are old articles altered slightly. The first part of the old article on punishments was not a rule, but a counsel, and has been omitted.

(22) In article 8 additional registers have been prescribed.

(23) Articles 7 and 8 of the first edition are unnecessary, article 15 of chapter II prescribing all that is necessary.

(24) Article 9 on the use of buildings has been re-written but not altered in meaning.

Chapter IV.

(25) It seemed to me that the Fee Notification should be embodied in the Educational rules, and I have accordingly inserted it as chapter IV. The preamble has been slightly altered in the wording, the arrangement of the articles has been changed, and a few verbal alterations have been made. Article 4 is the old article IV. The third working day has been changed into the fifth, to correspond with articles 18 and 25 of chapter II, and the last sentence has been transferred to article 21 of the same chapter. Article 7 is the second part of the old article III and article 8 is the first part of the same article. Article 9 is the old article VI and article 10 corresponds to the old article VII.

Chapter V.

(26) No radical changes have been made in the curricula for primary and lower secondary schools. Drill and gymnastics or calisthenics have been removed from the general curriculum and formed into a separate sub-section. Under the compulsory subjects, Composition, which was by mistake included under "Writing and spelling," was placed under its appropriate head "Reading, recitation and grammar" and the marks for the different sub-heads, which were not fixed on a uniform principle, have been redistributed. The minute sub-divisions of the marks allotted to the different sub-heads of Arithmetic have been as far as practicable done away with, as they tended, not only to make the work of examination very mechanical, but also led teachers and pupils to neglect the more important sub-divisions in the hope of securing the required minimum in the easier and more elementary portions. The curriculum in Kindergarten has been recast, stories and action songs being given their proper place in these lower standards. Singing has been provided for under Kindergarten in the infant, first and second standards; in the higher standards it is treated as a separate subject. The standards in Singing have been considerably modified as they were found to be too difficult. A separate curriculum will, in due course, be prepared in standards in Singing above the second for Native pupils. In the second language Vernacular (for Europeans) and English (for Natives), the curricula for the seventh standard have been made the same as under the first or compulsory language with the addition of reciprocal translation. In forms and classes below the seventh, a somewhat lower standard of knowledge is accepted in view of the difficulty which a European pupil may experience in learning a Vernacular or a Native pupil in learning English. But there are two reasons why this concession should not be granted in the seventh standard or third form. First, this form is now almost wholly tested by the Lower Secondary examination, and in a public examination it is neither practicable nor expedient to have a lower and a higher test in the same subject for different classes of pupils. Secondly, as soon as he enters the Upper Secondary forms, the Native pupil finds that he has to come up to the same standard in English as is demanded of European pupils, and the European pupil finds that he has to come up to the level of Native pupils in the Vernacular language. The courses in Drawing are those approved in G.O., No. 241, Educational, dated 10th April 1894. The curriculum in Geography has also been modified in accordance with the recommendations of the conference.

(27) The courses of instruction in Upper Secondary schools teaching up to the University have been re-arranged, so as to bring the Matriculation scheme into harmony with the University Calendar; and the courses for the Upper Secondary examination have been modified in accordance with my letter, No. 9373, dated 28th August 1895, submitting the revised notification.

(28) Wood-turning and Fitters' work have been added to the courses of instruction for industrial schools.

(29) The courses of instruction in drill and gymnastics or drill and calisthenics have been recast in accordance with the recommendations of the Inspecting officers and the conference.

Chapter VI.

(30) The several articles in this chapter have been re-arranged.

(31) An additional paragraph, which does not call for remark, has been inserted in article 1.

(32) Article 5 corresponds to 7, 8, 9 and 10 of the first edition. The details as to establishment seem to be unnecessary in a code of rules and have therefore been omitted, and the matter has been re-arranged.

(33) Article 7 corresponds to articles 4, 5 and 41 of the first edition.

(34) In article 8 (the old article 31) the last paragraph has been omitted as unnecessary. With reference to paragraph 7 of G.O., No. 241, Educational, dated 10th April 1894, in which Government accepts Mr. Monro's proposal that Drawing should be made compulsory in all the forms and classes of practising schools, I would beg to point out that Free-hand Drawing already forms part of the curriculum for students under training in all departments of training institutions; that it already forms part of the curriculum in all Upper Secondary forms; that there is nothing to prevent this subject being taught in Lower Secondary forms and in primary classes of practising schools except (1) want of funds to provide salaries for the teachers that would be required, (2) the fact that Drawing can be added to the subjects of instruction only by leaving out some subject now being taught, and (3) the fact that practising schools are sufficiently unpopular already, and that it would be a pity to make them more unpopular by forcing a new subject on the pupils in the Lower Secondary forms and Primary classes whether their parents wish it or not. If the parents of the pupils attending these forms and classes wish to have Drawing taught, the existing rules allow of its being done. Probably none of the optional subjects of instruction has in recent years spread so rapidly as Drawing, and I would strongly deprecate any attempt to interfere with its natural development by the measure recommended by Mr. Monro.

(35) Some of the members of the conference expressed themselves strongly in favour of extending the period of training from two to three terms. A general extension seems unnecessary and would tend to increase the cost of training, which is already high, and to reduce the annual supply of trained teachers which is already scanty. I have inserted the word "ordinarily" in article 9 (old article 15) so that the period may be extended in individual cases where necessary.

(36) In article 10 (old article 14) a uniform maximum strength of 30 in each department is prescribed.

(37) In article 11 (old article 16) the last sentence has been omitted as unnecessary.

(38) In article 12 (old article 18) a minimum age has been prescribed.

(39) The total number of provincial stipendiaries in article 15 (old article 19) has been altered in view of the opening of a collegiate training college at Rajahmundry, of the closing of the second-grade collegiate department at Calicut, and of the taking over by Government of the Moyan female training school, Malabar. In place of five stipends of second-grade collegiate for mistresses in old article 20, I have provided in article 16 for two stipends of the first-grade collegiate and three of the second-grade collegiate, as female graduates may seek training hereafter.

(40) In article 17 (old article 23) provision has been made for an additional allowance of Rs. 5 to certain Masters of Arts, with a view to encourage a superior class of men to adopt the profession. An additional allowance has also been given to Panchamas and for teachers in the Agency tracts sent for training. But the allowance has been withdrawn from students from Ganjám and Vizagapatam as it is unnecessary now that a first-grade training college has been opened at Rajahmundry, and also from students from the district of Chingleput as their training school is no longer situated in Madras but in their own district, namely at Saidapet.

(41) A sentence has been added to article 18 (old article 21) to enable teachers in girls' schools to hold a provincial stipend in a board or aided training school. According to present rules such teachers can only draw a grant under the provisions of the Grant-in-aid Code, and this only when the board or manager awards them a stipend.

(42) In the heading of article 22 (old article 24) the words "and others" have been inserted to provide for clerks and librarians being allowed to undergo training in the event of their being desirous of entering the scholastic or inspecting branch of service.

(43) Article 24 (old article 13) has been expanded so as to indicate the number of time tables required and the information they ought to contain.

(44) Article 25 corresponds to old articles 37–40.

(45) Article 27 (old article 29) has been slightly changed in the wording so as to indicate more clearly the terms of the agreement and thus to avoid all causes of misunderstanding. Similarly with regard to article 30 of the first edition which has been added to article 27.

(46) An additional register has been prescribed in article 28 (old article 12).

(47) Article 29 corresponds to articles 32 and 33 of the first edition. No material change has been made.

(48) In article 30 I have incorporated a ruling which I deemed it expedient to make some time ago to the effect that the title of Associate of the Teachers' College could only be conferred on those trained in the college since its re-organization on its present footing.

Chapter VII.

(49) This chapter calls for no remarks, except that, at the request of one of the missionary bodies, I have added a paragraph to article 10.

Chapter VIII.

(50) The last sentence of the first paragraph of old article 1 has been omitted as unnecessary.

(51) In article 6 I have laid down that untrained candidates must have had two years' experience as teachers. This corresponds with the regulations of the University with regard to untrained candidates for the L.T. degree.

(52) Article 7 fixes the dates for the written examination.

(53) It has long been felt that more detailed syllabuses were needed. Those now forming article 9 were drawn up at my request by the late Board of Examiners for Teachers' certificates.

(54) Articles 10 and 11 have been altered so as to correspond with article 9 as revised.

(55) In article 12 (old article 13) the qualifying marks for trained candidates have been reduced from 45 to 40 per cent. Forty is a sufficiently high percentage for a mere pass.

(56) Article 13 corresponds to articles 14 and 15 of the first edition.

(57) In my letter, No. 6747, dated 24th June 1895, I explained the arrangements I proposed for the conduct of the practical tests and these are laid down in article 14.

(58) I have nothing to add to what I have stated in paragraph 4 of my letter read in G.O., No. 554, Educational, dated 3rd July 1895, regarding articles 15 and 17.

(59) In article 18 I have provided for a minimum duration of 15 minutes for a lesson. The article has been made more precise with respect to black-board work.

(60) In article 20 the marks allotted to the practical test have been raised, and the qualifying percentage of marks has also been raised. These changes show the increased importance which is to be attached to the practical part of the examination.

(61) Article 22.—The regulations regarding the percentages of marks necessary to qualify for certificates have been simplified, the old regulations having been found very cumbersome. The old rule, according to which a trained candidate though failing to qualify for a trained teachers' certificate might nevertheless obtain an untrained teachers' certificate, has been universally condemned and has been done away with.

(62) Government has remarked on the proposed enhancement of the fees. This has been done with a view to make the examination self-supporting (see my letter read in G.O., No. 594, Educational, dated 22nd July 1895).

The following statement shows how the average salaries paid for each grade of the written test have been arrived at:—

Grade.	November 1893.			April 1894.			November 1894.			General average for the three examinations.
	No. of candidates.	Cost.	Average.	No. of candidates.	Cost.	Average.	No. of candidates.	Cost.	Average.	
		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.
Second-grade Collegiate ..	39	265 10 0	6 13 0	24	218 12 0	9 1 10	49	293 12 0	5 15 1	7 4 8
Upper Secondary .	238	615 14 0	2 9 5	125	390 10 0	3 2 0	201	564 14 0	2 12 11	2 13 5
Lower do. ..	365	387 11 4	1 1 0	240	298 12 0	1 3 11	352	363 2 0	1 0 6	1 1 10
Primary ..	780	356 3 4	0 7 4	616	312 4 0	0 8 1	983	552 4 0	0 9 0	0 8 2

The President and the Secretary are together allowed an annual bonus of Rs. 800, and a clerk on a salary of Rs. 15 per mensem has to be employed all through the year. Including Rs. 1,250 for service postage and contingencies in connection with the two written examinations to be held annually, the extra charges leave, as it is, a comparatively small amount for remuneration to the examiners conducting the practical tests. It is absolutely necessary, therefore, to raise the scale of fees. The University allows to each examiner conducting the practical test at the L.T. degree examination a fee of Rs. 2–8–0 per candidate, subject to a minimum fee of Rs. 20 per hour or part of an hour occupied. After carefully considering the nature of the practical test for teachers' certificates, I think that for each candidate examined for the practical test of the second-grade collegiate and secondary and primary grades a remuneration of Rs. 5, Rs. 4 and Rs. 2, respectively, should be given to the Board of Examiners, and as the Board will generally consist of two members, each member will get one half of

the above sum. Assuming that ten candidates for primary grade certificates are examined in a day of five hours by a Board of two examiners, each will get Rs. 10, which is but a moderate remuneration. The rate of remuneration will be a little higher when a few candidates for the secondary or the secondary collegiate grade are examined. I do not propose to make a distinction between the remuneration payable to official and non-official members as the amount is small. To allow of the above scale of remuneration, the increased scale of fees provided by me is necessary. The surplus fees at the increased scale, after meeting the remuneration for the written test, will be Rs. 6,230, calculating them on the average number of candidates :—

—	Revised scale.	Written test cost.	Surplus fees.	Average number of candidates.	Total fees.
	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.
Second-grade Collegiate	10 0 0	7 0 0	3 0 0	50	150 0 0
Upper Secondary Grade	6 0 0	3 0 0	3 0 0	360	1,080 0 0
Lower do.	4 0 0	1 0 0	3 0 0	600	1,800 0 0
Primary Grade	2 8 0	0 8 0	2 0 0	1,600	3,200 0 0
Total ..	..	..	..	..	6,230 0 0

Of the above amount, the special remuneration to the President and the Secretary and the establishment and contingent allowances will amount to about Rs. 2,230, leaving Rs. 4,000 only available for remuneration to the examiners conducting the practical test. Assuming that about 50 per cent. of the candidates appearing for the written test pass, now that the minimum for a pass has been reduced to 40 per cent. of the maximum marks, the total remuneration to examiners in the practical test will be Rs. 3,645.

For each examiner conducting the practical test for technical teachers' certificates of the Elementary, Intermediate and Advanced grades, a remuneration of Rs. 10, Rs. 15 and Rs. 20 per diem is recommended. Fees paid by candidates can meet only a part of the remuneration in these cases.

5. With reference to the remarks of Government in G.O., No. 471, Educational, dated 7th June 1895, paragraph 12, I may say that the technical subjects range from those in which theoretical knowledge largely predominates to those in which the knowledge is largely practical. The teachers of commercial subjects, for example, could easily receive training in an ordinary training school in the method of teaching a commercial subject and managing a school of commerce, and they should be encouraged to submit to training and to get a general trained teachers' certificate as well as a technical teachers' certificate. But it is different with, say, fitters' work or carpentry. There are no recognised schools for training teachers of such subjects. All that can be done at present is to encourage such technical teachers as can benefit by a course in a training institution to avail themselves of such a privilege.

6. With regard to paragraph 16 of the same order, it is true that there is no written examination prescribed for technical teachers' certificates. But article 24 provides that a candidate for a technical teachers' certificate must have passed the Technical examination (written and practical) in the subject he wishes to be certified as fit to teach. It would be easy to have a written examination in the method of teaching a class in commerce; but it would not be easy to have such an examination in the method of teaching carpentry or fitters' work. I have consulted several experts who all see the difficulty of laying down a general scheme of written examination which will be applicable to the teaching of such diverse subjects as are embraced in the Technical Examination Notification. I do not despair of ultimately, with the help of experts, being able to devise some workable scheme for a written examination, but it will take time to think it out. The question is by no means a pressing one. It is difficult to get teachers of technical subjects to qualify for certificates under the present requirements; the difficulty would be greatly increased if to the present practical test a written examination was added. The question will, however, receive attention.

As for the nature of the practical test for a technical teachers' certificate, I would here only remark that it differs with the subject. In the case of, say, carpentry, the teacher has not only to manage and instruct a class when at work, but has to show his knowledge and skill in arranging the workshop beforehand, in providing the necessary tools and materials, &c., for the numbers to be taught and the kind of work to be done.

7. The book having long been out of print, I have the honour to request that the approval of Government may be obtained as early as possible.

Order—No. 337, Educational, dated 6th June 1896.

The revised rules submitted by the Director are approved, subject to the following remarks and alterations :—

(1) With reference to G O., No. 256, Educational, dated 23rd April 1896, the following should be removed from Article 8 (v) and inserted in Article 6 (iii) of Chapter I after the words "first division":—"Engineer subordinate class, third or senior division, second division, first division". At the end of Article 10 after the words "Government Technical Examinations" add "for the diploma in Agriculture."

(2) In Chapter II, Article 1, the proviso should read as follows: "Except in so far as the Government may from time to time exempt from their operation special tracts of country or the Director may similarly exempt special classes of schools." The Government is inclined to the opinion that the present list of backward localities is in some instances somewhat too wide. The Director will be requested to report upon the point.

(3) The concessions allowed in the second part of Article 2 (i) and the second part of Article 3 (i) to teachers who have no general education certificates are extensive. They would permit unpassed men to become teachers of upper secondary forms. The Director of Public Instruction will be requested to report whether the concessions should not be restricted to teachers of primary classes. It is presumed that "approved" service means service approved by the Director of Public Instruction himself personally. The rule approved in G.O., No. 272, Educational, dated 30th April 1896, should be substituted for Article 5.

(4) *Article 31 (a)*.—For the words "a suitable covering for the head" the words "a turban" should be substituted, and after them should be inserted the following :—"The wearing of caps in school is not permitted."

(5) In Chapter III, in the fourth sentence of Article 4 (i) the word "is" should be substituted for the words "shall be".

(6) The heading of Chapter IV should be changed into "The Fee Regulations", and the words "in this notification" in Article 9 into "in these rules".

(7) In Article 1 of the same chapter the last sentence of the first clause should read "the power to sanction . . . . seems to be necessary, is reserved to Government".

(8) In Article 17 (1) of Chapter VI the words "in History" should be inserted after the word "degree".

(True Extract.)

Chief Secretary.

To the Director of Public Instruction.

Exd. A. Raitt.

Govt. of {1896} Madras.

EDUCATIONAL.

Issued.

Recd. *Encl.*

G.O., No. 337, 6th June 1896.

JUNE.

Madras Educational Rules.

Approving, with remarks, the revised — submitted by the Director of Public Instruction.

1895.

Educational Department.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,

Madras,

To

THE HONORABLE THE CHIEF SECRETARY

TO GOVERNMENT,

Fort St. George.

DE... ...IED
15 NO...

No. 1230

Dated 5th
Despatched 30 } November 1895
Received 16

CHIEF SECRETARY'S
16 NOV. 1895
GOVERNMENT OF MADRAS

No.

ENCLOSURES. 3 Copies of Rules

Subject.

Madras Educational Rules

submitting with remarks
revised proof of the ——
the approval of Govern-
ment.

594 : 22 - 7 - 95
554 : 3 - 7 - 95
471/297 : 1 - 5 - 95
263 : 21 - 4 - 94
979 : 21 - 12 - 94 abs
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CHIEF SECRETARY'S
16 NOV. 1895
GOVERNMENT OF MADRAS

MADRAS EDUCATIONAL RULES.

CHAPTER I.—INTRODUCTION.

I. CLASSIFICATION OF INSTITUTIONS.

1. Educational institutions are divided into two great classes :—

(1) *Public institutions.*—These include Government, Local Board and Municipal institutions, which are wholly supported from public funds, institutions which receive aid in any form from the State, even though that aid be confined to the benefits of inspection and supervision, and institutions which regularly send their pupils to the examinations held by the University, or by the Department, or by the Commissioner for Government Examinations.

(2) *Private institutions.*—These include all indigenous schools which have not accepted the departmental standards of instruction, and all others in which the course of instruction, however advanced, does not conform to the standards prescribed or accepted by the University or the Department and which do not submit to any public test.

2. Public and private institutions are further sub-divided as follows :—

- Public institutions.
  - i. Under public management.
    - Managed by Government.
    - Managed by Local Boards or Municipalities.
  - ii. Under private management.
    - Aided by Government or by Local Boards or Municipalities.
    - Unaided.
- Private institutions.
  - i. Advanced—teaching (*a*) Arabic or Persian, (*b*) Sanskrit, (*c*) any other oriental classical language.
  - ii. Elementary—teaching a Vernacular language only or mainly.
  - iii. Elementary—teaching the Quran.
  - iv. Other schools not conforming to departmental standards.

3. Institutions are also classified according to the nature and gr of instruction imparted in them :—

- University education.
  - Arts ... First-grade Colleges. / Second-grade Colleges.
  - Professional.
    - Colleges of Law.
    - " of Medicine.
    - " of Engineering.
    - " for training Teachers.
    - " of Agriculture.
- School education.
  - General ...
    - Secondary ... Upper Secondary or High schools. / Lower Secondary or Middle schools.
    - Primary ... Upper Primary schools. / Lower Primary schools.
  - Special ...
    - Schools for training Teachers.
    - " of Art.
    - " of Law.
    - " of Medicine
    - " of Engineering.
    - " of Agriculture.
    - " of Industries.
    - " of Commerce.
    - Other special schools.

4. Schools are also divided into—

(1) *English schools.*—These include all schools in which English is taught as a compulsory subject (that is, as the first language) and is used as the general medium of instruction throughout the school, or in one or more of the higher classes or forms of primary or lower secondary schools.

(2) *Vernacular schools.*—These include all schools in which a vernacular language is taught as a compulsory subject (that is, as the first language) and is used as the general medium of instruction throughout the school.

II. NOMENCLATURE OF CLASSES.

Arts Colleges.

5. Arts colleges contain the following classes :—

First-grade Colleges—*

Senior B.A. class.
Junior B.A. class.
Senior F.A. class.
Junior F.A. class.

* Some colleges contain classes preparing for the M.A. degree Examination.

Second-grade Colleges—

Senior F.A. class.
Junior F.A. class.

Professional Colleges.

6. Professional Colleges contain the following classes :—

(i) Law College—

Senior B.L. class.
Intermediate B.L. class.
Junior B.L. class.
First-grade Pleaders' class.
Second-grade Pleaders' class.

(ii) Medical College—

M.B. and C.M. Section—

Fourth year's class.
Third year's class.
Second year's class.
First year's class.
Preliminary Scientific class.

L.M.S. Section—

Fourth year's class.
Third year's class.
Second year's class.
First year's class.

(iii) College of Engineering—

Engineer classes—

Third or Senior division.
Second division.
First division.

(iv) Training Colleges—

Licentiate in Teaching department.
Second-grade Collegiate department.

(v) College of Agriculture—

Third year's class.
Second year's class.
First year's class.

Schools for General Education.

7. Schools for general education contain the following classes :—

Upper Secondary or High schools—

Sixth Form.
Fifth Form.
Fourth Form.

Lower Secondary or Middle schools—

Third Form (Seventh Results Standard).
Second Form (Sixth Results Standard).
First Form (Fifth Results Standard).

Upper Primary schools—

Fourth Class (Fourth Results Standard).

Lower Primary schools—

Third Class (Third Results Standard).
Second Class (Second Results Standard).
First Class (First Results Standard).
Infant Class (Infant Standard).

Schools for Special Education.

8. Schools for special education contain the following classes :—

(i) Schools for training Teachers—

Upper secondary department.
Lower secondary department.
Primary department.

(ii) Schools of Art—

Higher class schools—

Advanced Technical classes.
Intermediate Technical classes.
Elementary Technical classes.

Lower class schools—

Standard D class.
Standard C class.
Standard B class.
Standard A class.

(iii) Schools of Law—

Special classes.

(iv) Schools of Medicine—

Apothecary department—

Fourth year's class.
Third year's class.
Second year's class.
First year's class.

Hospital Assistant department—

Third year's class.
Second year's class.
First year's class.

Chemist and Druggist class—

Second year's class.
First year's class.

(v) Schools of Engineering—

Engineer Subordinate class—

Third or senior division.
Second division.
First division.

Draughtsman class—

Second division.
First division.

Surveyor class—

Second division.
First division.

Maistry and Artisan class.

(vi) Schools of Agriculture.

[Will be notified hereafter.]

(vii) Schools of Industries—

Higher class schools—

Advanced Technical classes.
Intermediate Technical classes.
Elementary Technical classes.

Lower class schools—

Standard D class.
Standard C class.
Standard B class.
Standard A class.

(viii) Schools of Commerce—

Advanced Technical classes.
Intermediate Technical classes.
Elementary Technical classes.

(ix) Other special schools—

[Will be notified hereafter.]

III. STANDARDS OF INSTRUCTION.

Arts Colleges.

9. The standards of instruction in Arts colleges are—

in First-grade colleges, the examination for the degree of Bachelor of Arts ; *

in Second-grade colleges, the First Examination in Arts.

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* In some colleges, the Examination for the degree of Master of Arts.

Professional Colleges.

10. The standards of instruction in Professional colleges are—

in the Law College, the examinations for the degree of Bachelor of Laws and for the Pleaders' tests;

in the Medical College, the examinations for the degrees of Bachelor of Medicine and Master in Surgery, and of Licentiate in Medicine and Surgery;

in the College of Engineering, the examinations for the degree of Bachelor of Engineering, and the examinations for the diploma of Assistant Engineer conducted by the College Board of Examiners;

in colleges for training Teachers, the examinations for the degree of Licentiate in Teaching and for the second-grade collegiate teachers' certificate;

in the College of Agriculture, the Government Technical Examinations.

Schools for General Education.

11. The highest standards of instruction in schools for general education are—

in upper secondary or high schools, the Upper Secondary Examination or the Matriculation Examination;

in lower secondary or middle schools, the Lower Secondary Examination or the Seventh Results Standard;

in upper primary schools, the Primary Examination or the Fourth Results Standard;

in lower primary schools, the Third Results Standard.

Schools for Special Education.

12. The standards of instruction in schools for special education are—

in Schools for training Teachers, the examinations for teachers' certificates of the upper secondary, lower secondary, or primary grade;

in Schools of Art—

in higher class schools, the Government Technical Examinations;

in lower class schools, the standards D, C, B, A, laid down in Chapter V (III) of the Educational Rules;

in Schools of Law, the Special Test Examinations;

in Schools of Medicine, the examinations conducted by the Board of Examiners for the Medical College;

in Schools of Engineering, the examinations conducted by the Board of Examiners for the College of Engineering, and the Government Technical Examinations;

in Schools of Agriculture [to be notified hereafter];

in Schools of Industries—

in higher class schools, the Government Technical Examinations;

in lower class schools, the standards D, C, B, A, laid down in Chapter V (III) of the Educational Rules;

in Schools of Commerce, the Government Technical Examinations;

in other Special schools [to be notified hereafter].

13. *Private institutions.*—No standards are prescribed for private institutions, but this does not preclude them from working in accordance with curricula from time to time approved by the Director (Appendix A).

CHAPTER II.—CONDITIONS OF RECOGNITION.*

1. All the rules contained in this chapter shall be enforced in every recognized school, including the school departments of colleges, except in so far as the Director may from time to time exempt from their operation special tracts of country or special classes of schools.†

I. STAFF.

General education qualifications.

2. (i) The minimum general education qualifications of all regular teachers in schools for general education shall ordinarily be as follows :—

The teacher of an upper secondary form shall possess a certificate of having passed the First Examination in Arts; the teacher of a lower secondary form a certificate of having passed the Matriculation or the Upper Secondary Examination, or the late Higher Examination for Women; the teacher of an upper primary class a certificate of having passed the Lower Secondary or the late Middle School Examination; the teacher of a lower primary class a certificate of having passed the Primary or the late Special Upper Primary Examination. With the sanction of the Inspector a teacher of long standing may be appointed to a higher form or class than is herein prescribed.

A teacher who possesses no general education certificate, but who, on 1st April 1895, had five years' approved service in recognized schools, shall be deemed qualified under this rule. In the case of a headmaster or a headmistress newly appointed or in a newly-opened school who possesses no general education certificate, the length of qualifying service in recognized schools shall be seven years on the above date.

(ii) The general education qualifications of teachers in schools for special education shall be determined by the Director with reference to circumstances.

Professional Qualifications of Headmasters.

3. (i) The permanent headmaster or headmistress of every newly-opened school for general education, and every newly-appointed headmaster or headmistress shall (1) be a trained Licentiate in Teaching, or (2) be an untrained Licentiate in Teaching with not less than four years' approved service as a teacher in recognized schools, or (3) hold a trained teachers' certificate, or (4) hold an untrained teachers' certificate with not less than four years' approved service as a teacher in recognized schools.

A headmaster or a headmistress who possesses no professional certificate, but who, on 1st April 1895, had seven years' approved service in recognized schools, shall be deemed qualified under this rule.

(ii) The qualifications of the headmaster or headmistress of schools for special education shall be determined according to circumstances by the Director.

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* Applications for recognition of secondary schools, and schools for special education shall be addressed to the Director through the Inspector. For recognition of primary schools application shall be made to the Inspector through the Assistant Inspector in the case of boys' schools and the Sub-Assistant in the case of girls' schools.

Applications for recognition shall be made in such form and with such declaration as may from time to time be prescribed by the Director (Appendix B).

† Under the provisions of this article lower primary schools in villages with a population of less than 4,000, and primary schools for backward classes or situated in backward localities (schools in municipalities being excepted) shall be exempted from the operation of articles 2, 3, 4, 7 and 10 until the 1st April 1898.

For the purposes of this exemption the following classes of the community and the following localities shall be deemed backward :—

Classes recognized as backward.

Badagas.	Khonds.	Oddars.
Billavas.	Kurumas.	Pallas.
Chaklars.	Koravas.	Pallis (Nellore).
Chenchus.	Kotas.	Panus.
Cherumas.	Koyas.	Paraiyas.
Dandasis.	Kurumbas.	Pattunulgars.
Enadis.	Lambadis.	Polayas.
Holayas.	Malas and Madigas.	Saliyars.
Izhuvans (Choguns).	Malsas.	Savaras.
Irulas.	Malayalis (Tamil district).	Todas.
Kadas.	Mogars.	Totis.
Kaikolars.	Muduvas.	Valluvas.
Kannadiyars (Tanjore).	Nayadis.	

Localities recognized as backward.

Ganjám.—The whole district, excepting municipal towns.

Vizagapatam.—The whole district, excepting municipal towns.

Gódávari.—Agency taluks, Pithápuram and Tuni divisions and Yernagudem taluk with the exception of the towns of Pithápuram, Tuni and Tállapudi.

Kistna.—Nandigáma, Vinukonda, Palnad and Narasaraopet taluks, and Nuzvid and Vissannapet divisions and the Bezwada taluk (town of Bezwada excepted).

Kurnool.—The whole district, excepting the municipal town.

Nellore.—The whole district, excepting municipal towns.

Chingleput.—Ponnéri taluk and the Sathiavedu portion of the Tiruvallúr taluk including the Madarpak division of the Kálahasti zemindari.

Bellary.—The whole district, excepting the municipal towns.

Anantapur.—The whole district, excepting the municipal town.

Cuddapah.—The whole district, excepting Cuddapah and Madanapalle towns.

North Arcot.—Polur, Wandiwash and Palmanér taluks, Punganúru and Kangundi zemindaris, Karvetnagar zemindari (Puttur and Tirutani divisions) and Kálahasti zemindari.

South Arcot.—Kallakurchi and Tiruvannámalai taluks.

Coimbatore.—Bhaváni, Kollegal and Satyamangalam taluks, excepting Bhaváni and Satyamangalam towns.

Nilgiris.—The whole district, excepting municipal towns.

Salem.—Uttankarai, Hosur, Tiruchengodu and Atur taluks.

Tanjore.—Tirutturaippundi and Pattukóttai taluks, and the portions of the Tanjore taluk to the south of the railway line running from Trichinopoly to Negapatam, and 14 villages to the north of the line, viz., Ammapet, Puthur, Udaiyarkovil, Salyamangalam, Pundi, Pulavarnatham, Mariyammankovil, Melaveli, Reddipalaiyam, Kalivarayanpettai, Chitragudi, Morneri, Bondarpalaiyam and Hasharaf Shakadu Tekkal.

Trichinopoly.—Perambalur and Udaiyarpalaiyam taluks and Turaiyur zemindari in the Musiri taluk.

Madura.—Ramnad and Sivaganga zemindaris and Tirumangalam and Melur taluks (excepting the towns, Ramnad, Sivaganga and Tirumangalam) and Kambam valley of the Periyakulam taluk, *i.e.*, those parts lying to the south of the Teni and the Vaigai with the exception of the towns of Bódinayakkanur, Uttamapalaiyam and Chinnamanur.

Tinnevelly.—Sattur, Sankaranayinárkoil, Ottapidaram and Srívilliputtúr taluks excepting Srívilliputtúr town.

Malabar.—Wynaad and Cochin, excepting Cochin municipality.

South Canara.—Uppinangadi and Coondapoor taluks.

Professional qualifications of Assistants.

4. (i) In schools for general education, at least one-half of the staff of assistants (exclusive of pandits, munshis, writing masters, gymnastic instructors, sewing mistresses and sewing masters) shall consist of persons who (1) are trained Licentiates in Teaching, or (2) are untrained Licentiates in Teaching with not less than two years' approved service as teachers in recognized schools, or (3) hold trained teachers' certificates, or (4) hold untrained teachers' certificates with not less than two years' approved service as teachers in recognized schools.

A teacher who possesses no professional certificate, but who, on 1st April 1895, had five years' approved service in recognized schools, shall be deemed qualified under this rule.

(ii) In schools for special education, the qualifications of the staff shall, where not otherwise provided for, be determined according to circumstances by the Director. Ordinarily the teacher of any of the subjects of the Advanced or Intermediate Technical Examinations shall hold an advanced technical teachers' certificate in the subject taught; the teacher of any of the subjects of the Elementary Examinations, an intermediate technical teachers' certificate in the subject taught; and the teacher of any of the subjects in the Art and Industrial standards prescribed in Chapter V (III), an elementary technical teachers' certificate in the subject taught.

Non-Indian Certificates.

5. Non-Indian diplomas or certificates accepted by Government shall be held as qualifications under articles 2, 3 and 4.

Proportion of Teachers to Pupils.

6. (i) In schools for general education there shall be at least one regular teacher (exclusive of pandits, munshis, writing masters, gymnastic instructors, sewing mistresses and sewing masters) for every fifty pupils on the rolls.

(ii) In schools for special education the proportion of teachers to pupils shall be determined by the Director with reference to the special circumstances.

II. ACCOMMODATION AND APPLIANCES.

Site, Plan and Accommodation.

7. No school shall be recognized which is held in a building of which the site, plan, and accommodation have not been approved by the Director in the case of secondary schools or by the Inspector in the case of primary schools. When the accommodation is added to, the plan of the additional building must be submitted for the approval of the same authorities.

In the case of upper primary schools for girls held in rented buildings, and in the case of all lower primary schools, the submission of a plan shall not be required.

8. The plan of a school building and of any additions to such building shall give full information regarding the superficial and cubic space of the building and of each room in it. It shall also show the exact positions of doors, windows, stairs, &c. The plan shall be certified by the person who has prepared it. The plan of an old building submitted for purposes of recognition shall also be accompanied by a certificate from the person who has prepared it to the effect that the building is in a state of good repair.

9. The plan may be prepared by any competent person. Managers who require the services of an officer of the Public Works Department shall apply to the Executive Engineer of the District, or, in the Presidency Town, to the Consulting Architect (Appendix C).

Dimensions of Building.

10. (i) In primary schools for general education held in closed buildings, the dimensions of the building shall be such as to provide at least six square feet and sixty cubic feet of space for each pupil on the rolls. In all other schools for general education the space provided for each pupil on the rolls shall not be less than eight square feet and eighty cubic feet. In calculating the dimensions of buildings under this rule, verandahs which are solidly constructed and on which class rooms open may be included.

(ii) In schools for special education the dimensions shall be such as may be prescribed by the Director with reference to the requirements of the institutions.

Sanitary Inspection.

11. Every school building shall be maintained in substantial repair and in a cleanly condition. It shall be subject to inspection by the educational Inspecting officer, and such officers of the Medical, Sanitary, and Engineering Departments as Government may direct.

12. Sanitary certificates (Appendix D) signed by the following officers shall be accepted :—

For secondary, upper primary, and special schools in the Presidency Town a certificate signed by the Sanitary Commissioner, the Deputy Sanitary Commissioner, a District Surgeon, or the Health Officer of the Municipality.

For upper secondary schools in the mofussil and for mofussil lower secondary and special schools at the District head-quarters, a certificate signed by the District Medical officer.

For all other lower secondary schools, for large upper primary schools, as well as for all other special schools in the mofussil, a certificate signed by a Subordinate Medical officer in charge of a dispensary.

For all primary schools other than those noted above, a certificate signed by an Inspector, or an Assistant or Sub-Assistant Inspector.

Overcrowding of Class-rooms.

13. No class-room, laboratory, or workshop shall be permanently used as such by a larger number of pupils than the Inspector or

Sanitary officer has declared it sufficient to accommodate. The dimensions of each room shall be clearly indicated on the wall thereof.

Latrine.

14. All schools, except primary schools, shall be provided with a latrine, to be approved by the officer inspecting it under article 11.

Furniture, Apparatus and Appliances.

15. Every school, shall be provided with the furniture, apparatus and appliances declared by the controlling officer to be necessary for the standard of instruction up to which it teaches (Appendices E and F).

Library.

16. All schools except primary schools, and schools teaching up to the Art and Industrial standards prescribed in Chapter V, shall be provided with a library and with a catalogue of the books contained in it.

III. ANNUAL PROMOTIONS AND PAYMENT OF FEES.

17. The headmaster shall, on the first working day of the year,* put up in some conspicuous place in the school a statement showing the distribution of pupils into classes or forms for the new school year. This statement shall be signed and dated by the headmaster. It shall remain on view for a fortnight during school hours, and when taken down at the end of that time, it shall be filed in the records of the school.

18. The fee shall not be deemed due until four full working days have elapsed after the posting up of the statement referred to in the preceding article.

19. For every payment of fee in secondary schools and departments a pupil shall receive a receipt signed and dated by the headmaster or some one deputed by him. The receipt should show the class in which the pupil is reading.

IV. ADMISSION AND WITHDRAWAL OF PUPILS.

20. No pupil, Hindu and Muhammadan girls excepted, shall be newly admitted to any recognized school, except when promoted from a branch school under the same management, unless accompanied by or furnished with a letter of application for admission from his parent or guardian. All such letters of application shall be filed separately in the records of the school.

21. No pupil who has previously studied in any recognized school shall be admitted to another, unless he presents in the prescribed form

* The first working day of the year is the day on which promotions are made and classes formed consequent upon the annual examination.

(Appendix G) a leaving certificate from his last school showing (*a*) that he has paid all fees due to that school, (*b*) the class in which he studied at the time of leaving it, and (*c*) if it is the time when the annual promotions take place, whether he has qualified for promotion to a higher class. No pupil shall be allowed to attend school pending formal admission or enrolment, and no pupil shall be admitted or enrolled pending the production of a leaving certificate. All leaving certificates shall be endorsed with the admission number under which the pupil is enrolled. They shall be separately filed and shall be shown to the Inspecting officer when required.

22. In the case of pupils who apply for admission into a school for special education, and who are at the same time pupils in a recognized school for general education, leaving certificates shall not be required.

23. The headmaster of the school into which a pupil seeks admission shall not apply for a certificate to the headmaster of the school which such pupil is leaving, but shall leave it to the parent or guardian of the pupil to apply for such certificate.

24. The headmaster of the school into which a pupil is admitted shall not place the pupil in a higher class or form during the term in which he is so admitted than the one he would have been in, if he had remained in the school he has left.

25. If a requisition for a leaving certificate is made by the parent or guardian of a pupil at the end of a term or within the first five working days of a term, the headmaster shall forthwith, without any enquiry into reasons, give such certificate, provided that the pupil has not attended the school since the commencement of the term. The headmaster shall also, at any time thereafter during the term, for good and sufficient reasons, give the certificate on payment of the fees due for that term.

26. In the case of primary schools, a leaving certificate shall be granted on the written requisition of a parent or guardian, if all the fees due up to the end of the month in which the leaving certificate is asked for have been paid at the rate at which fees had, up to that time, been paid by the pupil. In primary schools in which no definite and regular fees are levied, but in which the teacher is paid at certain intervals in kind, the headmaster shall grant a leaving certificate on payment either in money or in kind of the proportion of the customary fee which would fall due at the end of the month in which the leaving certificate is applied for.

27. In the case of a pupil who has been a candidate for a public examination, the results of which are not published before the beginning of the school year, the seventh day after the results of that examination are published in the locality shall be counted for him the first working day of the term so far as the grant of a leaving certificate is concerned.

28. In the event of the headmaster refusing or delaying to give a leaving certificate, the parent or guardian of the pupil shall have the right of appeal to the Inspector who shall, if necessary, refer the matter to the Director, whose decision shall be final.

29. If a pupil is found to have obtained admission by means of a false certificate or false representations of any kind, he shall be summarily dismissed with forfeiture of whatever fees he may have paid.

30. In the event of a pupil being dismissed under Article 29 or being formally expelled on account of grave misconduct, the headmaster shall record his reasons for the dismissal or expulsion, and report the fact at once to the parent or guardian of the pupil, and within seven days to the Inspector in the case of secondary schools, and to the Assistant Inspector in the case of primary schools for boys, and to the Sub-Assistant in the case of primary schools for girls. A pupil thus dismissed or expelled from one school shall not be admitted into any recognized school within a period to be determined by the Director on the Inspector's recommendation.

V. DISCIPLINE.

31. The rules of discipline in upper secondary schools and in special schools teaching up to the standards of the Technical Examinations shall include the following :—

(*a*) Every pupil shall wear a clean and decent dress, and, in all cases where good manners require it, a suitable covering for the head.

(*b*) No pupil shall be allowed to sit in the class with his shoes on, unless they are shoes of English pattern and unless socks and trousers are worn also.

(*c*) Every pupil shall salute the teachers on the occasion of his first meeting them for the day within the school precincts.

(*d*) On the teacher entering his class-room, the pupils shall rise and remain standing till they are desired to sit or till the teacher takes his seat.

(*e*) No pupil shall be allowed to leave the class-room without the permission of his teacher, or until the class is dismissed.

VI. REGISTERS, &c.

32. (i) Every school shall keep in the prescribed forms and submit to the Inspecting officer, when required, the following :—

(1) A register of admissions and withdrawals (Appendix H).
(2) A monthly register of attendance, fees, and fines (Appendix I).*
(3) A time-table.

(ii) In schools for special education such additional registers shall be kept as the Director may, from time to time, prescribe.

VII. CONTINUANCE, WITHDRAWAL AND RENEWAL OF RECOGNITION.

Continuance of Recognition.

33. A school once recognized shall continue to be recognized so long as it continues to fulfil the conditions of recognition.

* The fees need not be entered in the attendance register if a separate fee register is kept.

Withdrawal of Recognition.

34. When a school has ceased to fulfil the conditions of recognition, the Director or the Inspector, as the case may be, shall withdraw the privilege of recognition from that school.

Renewal of Recognition.

35. A school, from which the privilege of recognition has been withdrawn owing to its having ceased to fulfil the conditions, shall not be restored to that privilege until it has been certified by competent authority after an interval of not less than six months that the defects which led to the withdrawal of recognition have been remedied and that in all other respects the school satisfies the prescribed conditions.

CHAPTER III.—SPECIAL REGULATIONS FOR INSTITUTIONS UNDER PUBLIC MANAGEMENT.

1. The rules contained in this chapter shall be enforced in every institution managed by Government, or by Local Boards or Municipalities, in addition to the rules contained in Chapter II, except in so far as the Director may from time to time exempt from their operation primary schools for boys in backward localities or for backward classes and primary schools for girls.

Academic costume of Staff.

2. Every professor and graduate-teacher in a college or an upper secondary school shall wear his University gown while engaged in teaching. The Director may exempt a Professor or Assistant Professor from wearing a gown during the time he is occupied in experimental teaching, or in the laboratory, or in clinical instruction, or in a workshop, when the wearing of a gown would cause serious inconvenience; but such exemption shall, in no circumstances, extend to times when he is not so occupied.

Strength of Classes.

3. (i) Without the express sanction of the Director, the strength of a B.A. class shall not continuously exceed 100; that of an F.A. class 70; that of a secondary or a primary class 40.

(ii) The strength of classes in professional colleges and in schools for special education shall be fixed from time to time by the Director, provided it has not been already laid down in any special code of rules sanctioned by Government for such institutions.

School Hours.

4. (i) The ordinary school hours shall be from 10 A.M. to 1 P.M., and from 2 P.M. to 4 P.M. According to the requirements of the locality or of the season these hours may be changed and school held from 6 or 7 A.M. to 9 or 10 A.M., and again from 3 or 4 P.M. to 5 or 6 P.M. All such changes shall be reported to the controlling officer. The holding of school for five consecutive hours shall be prohibited. In primary schools, if the pupils are young, at least one break of fifteen minutes shall be allowed in the three hours prescribed for the morning school.

(ii) In professional colleges and in schools for special education the college or school hours shall be prescribed from time to time by the Government or the Director according to circumstances.

Holidays and Vacations.

5. (i) Sunday and Saturday, or Sunday and Friday in the case of Muhammadan schools, shall be whole holidays. In primary schools Saturday shall be a half-holiday.

Miscellaneous holidays.—The following miscellaneous holidays shall be allowed. With the sanction of the Director in the case of colleges and upper secondary schools, and of the Inspector in the case of lower secondary and primary schools, any local holidays may be substituted for those named in the list; but in lower secondary and primary schools when a casual holiday is given, the Saturday holiday or half-holiday shall ordinarily be surrendered :—

Names of Holidays.	No. of days.
In Hindu schools—	
Tamil New Year's Day	1
Srávanam or Avani Avittum	2
Vináyaka Chaturthi	1
Krishnajayanti	1
Mahalaya Amavasya	1
Sarasvati Puja, or Dasara	2
Dipávali	1
Sivaráthri	1
Telugu New Year's Day	1
Queen's Birthday	1
Easter	6
Michaelmas (in colleges and upper secondary schools only)	6
In Muhammadan schools—	
Muharram	10
Baqr-id	5
Akhir-i-chahar Shamba	1
Bara Wafat	1
Garveen	1
Shaban	1
Peer Peelvan's Ooroos	1
Buddoo Shaheed's Ooroos	1
Khader Walles's Ooroos	1
Queen's Birthday	1
Easter	6

Summer vacation.—The summer vacation in First-grade Arts colleges shall usually be two months. In Second-grade colleges and in

upper secondary schools, including lower departments, the vacation shall usually be one month and fifteen days, and in lower secondary and primary schools one month; but in Second-grade colleges and in upper secondary schools the vacation may, with the Director's sanction, be extended when it is thought desirable, the excess being made good by reducing the Christmas vacation proportionately. In primary schools for boys in the Hill tracts of the Northern Circars, the period of the summer vacation shall generally be two months either during or immediately after the rainy season. In Muhammadan schools Ramzan and Eid-i-Ramzan (32 days) shall take the place of the summer vacation.

Christmas vacation.—The Christmas vacation shall usually extend from the 23rd December to the 15th January. But in Muhammadan schools and in all primary schools it shall embrace only the gazetted holidays.

In all cases in which changes are made in the regular holidays, a revised list with the number and date of the order sanctioning the change and signed by the Director in the case of colleges and upper secondary schools and by the Inspector, in the case of lower secondary and primary schools shall be hung up in the premises. The date on which a college or school is closed for the Summer and Christmas vacations, and that on which it is re-opened after these vacations, shall be reported to the controlling authority.

(ii) In professional colleges and in schools for special education, the Summer and Christmas vacations shall be determined by the special circumstances of each institution.

Punishments.

6. Corporal punishment shall not be inflicted in collegiate departments; nor in schools except in a case of moral delinquency, such as deliberate lying, obscenity of word or act, or flagrant insubordination, and then it shall be limited to six cuts on the hand and be administered only by or under the supervision of the headmaster. The headmaster shall record every case in which such punishment has been inflicted, specifying the name, class and age of the pupil, the date, the nature of the offence and the amount of the punishment. Gross cases of immorality and insubordination shall be punished by expulsion, subject to the conditions of Article 30 of Chapter II.

Examinations.

7. (i) In Arts college classes, annual written examinations shall be held in all the subjects of instruction. Written examinations shall also be held at least once every quarter to test the progress of students. In secondary forms, written examinations shall be held at least twice, and oral examinations at least four times, during the year. In primary classes, oral examinations shall be held by the headmaster in some of the subjects, if not in all, once every month.

(ii) In professional colleges and in schools for special education examinations shall be held according to the rules laid down, from time to time, by Government or the Director.

Registers.

8. (i) In addition to the registers prescribed in Chapter II the following shall be kept in the form and in the manner from time to time prescribed by the Director :—

(1) A pay abstract and acquittance roll (Appendix J).

(2) A library catalogue and register.

(3) A term-fee register (Appendix K).

(4) A register of gymnastics and drill, in schools for boys (Appendix L).

(5) A register of corporal punishments, in schools for boys (Appendix M).

(6) A register of scholarships (Appendix N).

(7) A log-book (in schools).

N.B.—The log-book shall be kept by the principal teacher, who shall enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction; any plan of lessons approved by the Inspector; the visits of managers; absence, illness or failure of duty on the part of any of the staff; or any special circumstances affecting the school that may, for the sake of future reference or for any other reason, deserve to be recorded. No reflections or opinions of a general character shall be entered in the log-book.

(ii) In professional colleges and in schools for special education such additional registers shall be kept as may be prescribed from time to time by the Director, provided that they have not been already laid down in any special code of rules sanctioned by Government for such institutions.

Use of Buildings.

9. The officer in charge of an educational institution shall use great discretion in allowing the use of the building under his charge for public lectures, and in doubtful cases the orders of the controlling officer shall be sought. He shall be empowered to grant the use of such building or a room in it for the holding of meetings connected with public affairs, provided that—

(*a*) application is made in writing to the officer concerned by the principal person or persons interested in such meeting, at a reasonable time before the meeting. In dealing with applications, no distinction shall be made between persons who are directly connected with the institution as masters or students and persons who are not so connected;

(*b*) the application clearly states the objects of the meeting;

(*c*) the meeting is to be held at a time which will cause no interference with educational work;

(*d*) the object of the meeting is not of a political character, nor connected with any social or other question upon which the opinion of the community is likely to be seriously divided, or the discussion of which is likely to cause unnecessary offence.

The above restrictions do not apply to debating or other societies connected with the institution and working under rules approved by the Principal or the headmaster.

CHAPTER IV.—THE FEE NOTIFICATION.

1. Fees in all colleges, upper and lower secondary and primary schools, or departments so designated, under the management of Government, or of a Municipal Council, or of a Local Board, shall, subject to the exceptions hereinafter provided, be levied according to the following regulations. Government reserves to itself the power to sanction a reduced rate of fees for a prescribed period in specially-situated institutions or in backward localities when such a reduction seems to be necessary.

In institutions under private management, the rates and levy of fees shall be left to the discretion of the managers; but in estimating the fee income of an institution for the purpose of passing grants under the Grant-in-Aid Code, such income shall be calculated by applying the standard rates herein laid down, or prescribed for the locality, to the numbers on the rolls in each term, with a reduction of 10 per cent.

School Year.

2. Except in primary schools, the school year for fee purposes shall be divided into two terms, separated by the two long vacations of the year.

Fee for what period payable.

3. In colleges, upper and lower secondary schools or departments, and in primary departments of colleges and secondary schools, every pupil shall be liable to pay the whole term-fee for each term whether such fee be paid in one sum or by instalments; and in primary English schools, the monthly fee shall be considered due for the whole of every month during any part of which the pupil's name is on the rolls.

Fee when payable.

4. The term-fee, or the instalment thereof payable, shall be paid by a new pupil before his name is enrolled, and by an old one not later than the fifth working day of the term. A pupil shall not be enrolled or admitted after the beginning of a term until after he has paid all fees or instalments of fees which he would have had to pay, had his name been on the rolls from the beginning of the term; but a pupil presenting a leaving certificate, as prescribed in Chapter II, may, at the discretion of the controlling authority, be allowed credit for what he has already paid in the institution which he has left.

Fee how payable.

5. (*a*) The fee prescribed for the full B.A. and for the F.A. course in colleges, and the fee prescribed in upper and lower secondary schools or departments, shall be paid either in one sum or in four

equal instalments, at the option of the pupil. If paid in instalments, the first instalment shall be paid not later than the fifth working day of each term; and the second, third and fourth instalments shall be paid not later than the 15th of the three succeeding months

(*b*) The fee prescribed for the primary departments of upper and lower secondary schools, shall be collected either monthly or in four equal instalments, at the option of the controlling authority. Where the fees are paid monthly, they shall be collected not later than the 15th of each month; and where paid by instalments, in the manner prescribed for secondary schools in clause (*a*) of this article.

(*c*) The fee prescribed for primary English schools shall be collected not later than the 15th of each month.

Standard rates.

6. (*a*) The following are the standard rates of fees:—

Institutions and departments.	Standard rates. Per month. RS. A. P.	Per term. RS. A. P.
College department—		
M.A. Course		24 0 0
B.A. Course—		
For the whole course		42 0 0
For the English Language Division only		14 0 0
For the Second Language Division only		7 0 0
For the Science Division only—		
Branch II or III only		25 0 0
Branch I, IV or V only		23 0 0
F.A. Course		34 0 0
Secondary department—		
Sixth Form		19 0 0
Fifth do.		17 0 0
Fourth do.		15 0 0
Third do.		11 0 0
Second do.		9 0 0
First do.		7 0 0
Primary department—		
Fourth Standard or Class	0 12 0	4 8 0
Third do.	0 9 0	3 6 0
Second do.	0 6 0	2 4 0
First do.	0 4 0	1 8 0
Infant do.	0 3 0	1 2 0
Primary English Schools—		
Fourth Standard or Class	0 8 0	..
Third do.	0 6 0	..
Second do.	0 3 0	..
First do.	0 2 0	..
Infant do.	0 1 0	..

(*b*) In the Presidency College the rates shall be as shown below:—

	Per term. RS. A. P.
M.A. Course	30 0 0
B.A. Course—	
For the whole course	52 0 0
For the English Language Division only	18 0 0
For the Second Language Division only	9 0 0
For the Science Division only—	
Branch II or III only	35 0 0
Branch I, IV, or V only	30 0 0
F.A. Course	38 0 0

(*c*) In college departments the student shall have the option of paying the fee at the beginning of the term—for the B.A. course at the reduced rate of Rs. 40 for the whole course, and for the F.A. course at the reduced rate of Rs. 32. In the Presidency College the fee for the whole B.A. course when paid in advance shall be Rs. 50, and that for the F.A. course Rs. 36.

(*d*) In Vernacular schools, the levying of fees shall be left entirely to the discretion of the controlling authority.

Special fees.

7. The rates prescribed being *minimum* rates, fees may be levied at higher rates. In addition to ordinary fees, special fees may be levied from pupils attending classes in subjects not included in the ordinary curriculum, or for the use of the library or reading-room, or for any other special convenience. Entrance and registration fees may also be charged in colleges and secondary and primary schools or departments.

Reduced fees.

8. Government may, from time to time, fix for the Presidency generally or for any district, portion of a district, or town therein, the favourable rates at which children belonging to backward or indigent races, tribes, classes, or castes, shall be admitted to schools under public management. The Director may, from time to time, fix for any district, portion of a district, or town, the proportion of pupils of backward or indigent classes that may be admitted without payment of fee.

Fines.

9. If a pupil fail to pay his fee or instalment of fee on the day fixed for payment in this notification, a fine may be imposed not exceeding two annas for each rupee of fee due; and if the fee or instalment of fee be not paid within ten days from the day fixed for payment, the pupil's name shall be struck off the rolls. If re-admitted, he shall, in addition to the amount due at the date of his dismissal, pay a fine not exceeding four annas for each rupee of fee due.

Remission of fee.

VII 10. If a pupil leave a college or secondary school during term, he shall have no right to claim a remission of any portion of the term-fee, but the controlling authority may return or remit such portion as may be considered equitable.

Exceptions.

IX 11. Nothing in these rules shall be deemed to affect the levy of fees in schools for native girls, in schools for European and Eurasian poor and for backward or indigent races or tribes, in professional colleges, in the practising sections of training schools, or in other schools for special education. In these institutions fees shall be levied at such rates as may, from time to time, be sanctioned by the Director, or as may be prescribed by any code of rules sanctioned by Government for those institutions.

CHAPTER V.—COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION.

The following courses of instruction and standards of examination are prescribed for all recognized schools, whether under public management or under private management, and, in the case of aided schools under private management, whether aided by Salary grants or by Results grants :—

(I) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN PRIMARY AND LOWER SECONDARY SCHOOLS.

Compulsory Subjects.

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
First Language :—* (1) Reading, Recitation, Grammar, and Composition.	[*a*] To point out and pronounce the letters of the Alphabet and to read easy familiar words of not more than two syllables—15 *marks*.	[*a*] To read correctly a few lines from any Reader approved for the Standard that has not been studied in the class during the year—9 *marks*.	[*a*] To read correctly a few lines from any Reader approved for the Standard that has not been studied in the class during the year—9 *marks*.	[*a*] To read with ease and correctness a few lines from any Reader approved for the Standard that has not been studied in the class during the year and also from a plainly-written manuscript having the words separated—9 *marks*.
		[*b*] To repeat 20 lines of very easy verse—6 *marks*.	[*b*] To repeat 30 lines of easy verse—6 *marks*.	[*b*] To repeat 40 lines of easy verse—6 *marks*.
			[*c*] To answer simple questions on the meaning and subject-matter of the prose portion of the Standard Reader in use—15 *marks*.	[*c*] To answer questions on the meaning and subject-matter of the Standard Reader in use—15 *marks*.
				[*d*] To answer questions on the meaning and subject-matter of the lines recited—6 *marks*.
				[*e*] To point out the nouns and verbs in any easy sentence—9 *marks*.
(2) Writing and Spelling.	[*a*] To copy out, in large hand, the letters of the Alphabet on sand, slate or board—6 *marks*.	[*a*] To transcribe in large hand on a slate, board or cadjan a short sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in large hand on a slate, board or cadjan a sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in middle-sized hand on paper a sentence from the Standard Reader in use—6 *marks*.
	[*b*] To write to dictation the letters of the Alphabet—9 *marks*.	[*b*] To write to dictation eight familiar words from the Standard Reader in use—9 *marks*.	[*b*] To write to dictation five lines from the Standard Reader in use—15 *marks*.	[*b*] To write to dictation 8 lines from the Standard Reader in use—15 *marks*.
			[*c*] To submit a copy book of not less than sixteen pages in large hand, the writing to be in ink or pencil—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of middle-sized hand in a copy book of any approved series of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.

* The languages recognized as first languages are—Tamil, Telugu, Canarese, Malayalam, Uriya, Marathi, Hindustani and English.

Subjects.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[*a*] To read with ease, correctness and intelligence a few lines from any Reader approved for the Standard that has not been studied in the class during the year and also from any plainly-written manuscript in running hand—9 *marks*.	[*a*] To read with ease, correctness and intelligence a few lines from any Reader approved for the Standard that has not been studied in the class during the year and also from an ordinary manuscript—9 *marks*.	[*a*] To read with ease, correctness and intelligence a few lines from any Reader approved for the Standard that has not been studied in the class during the year—9 *marks*.	[*a*] To read a somewhat difficult passage of prose from a Newspaper or Magazine not previously studied—9 *marks*.
[*b*] To repeat 50 lines of verse—6 *marks*.	[*b*] To repeat 100 lines of verse—6 *marks*.	[*b*] To repeat 150 lines of verse—6 *marks*.	[*b*] To repeat 200 lines of verse—6 *marks*.
[*c*] To answer questions on the meaning and subject-matter of the Standard Reader in use—15 *marks*.	[*c*] To answer questions on the meaning and subject-matter of the Standard Reader in use—20 *marks*.	[*c*] To answer questions on the meaning and subject-matter of the Standard Reader in use—20 *marks*.	[*c*] To answer questions on the meaning and subject-matter of the Standard Reader in use—20 *marks*.
[*d*] To answer questions on the meaning and subject-matter of the lines recited—6 *marks*.	[*d*] To answer questions on the meaning and construction of words and on the meaning and subject-matter of the lines recited—10 *marks*.	[*d*] To answer questions on the meaning and construction of words and on the meaning and subject-matter of the lines recited—10 *marks*.	[*d*] To answer questions on the meaning and construction of words and on the meaning and subject-matter of the lines recited—10 *marks*.
[*e*] To point out the nouns and verbs in any easy simple sentence, also the subject, object and predicate and to answer simple questions on Etymology—9 *marks*.	[*e*] Exercises on the etymological portions of any approved Grammar—15 *marks*.	[*e*] Exercises on the etymological and orthographical portions of any approved Grammar—15 *marks*.	[*e*] Exercises on any approved Grammar—15 *marks*.
	[*f*] To write from memory the substance of a short story read out or told twice, spelling, grammar, and hand-writing to be considered—15 *marks*.	[*f*] To write a short letter descriptive of some place known to, or event within the experience of, the pupil, spelling, grammar and hand-writing to be considered—15 *marks*.	[*f*] To write a letter on a given subject or a narrative of some well-known event, or a description of some familiar place. Composition, spelling and hand-writing to be considered—15 *marks*.
[*a*] To transcribe in small hand on paper a sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in small hand on paper a sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in small hand on paper a printed paragraph—6 *marks*.	[*a*] To transcribe in small hand on paper from a given printed or lithographed paper—6 *marks*.
[*b*] To write to dictation 10 lines from any Reader approved for the Standard that has not been studied in the class—15 *marks*.	[*b*] To write to dictation 8 lines from any Reader approved for the Standard that has not been studied in the class during the year—15 *marks*.	[*b*] To write to dictation 8 lines from any Reader approved for the Standard that has not been studied in the class during the year—15 *marks*.	[*b*] To write to dictation a passage of prose not containing more than 60 words from a newspaper or magazine—15 *marks*.
[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy book of any approved series of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy book of any approved series of which fifteen pages shall have been written in ink in the same hand previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy book of any approved series of which fifteen pages shall have been written in ink in the same hand previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy book of any approved series of which fifteen pages shall have been written in ink in the same hand previous to the day of examination—9 *marks*.

Compulsory

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
Arithmetic *...	[a] Counting forwards and backwards 1 to 20.	[a] Counting forwards and backwards and notation up to 100.	[a] Notation and numeration up to 1,000.	[a] Notation and numeration up to 100,000.
	[b] Writing to dictation numbers 1 to 20.	[b] Simple addition of numbers of not more than two figures, the number of lines not to exceed five and the total not to exceed 100.	[b] Multiplication table up to 12 times 12.	[b] Multiplication table up to 16 times 16.
	[c] Simple addition of two numbers, neither of which exceeds 10.	[c] Multiplication table up to 4 times 12.	[c] Simple addition of numbers of not more than three figures, the number of lines not to exceed five, and the total not to exceed 1,000.	[c] The four simple rules applied to integers.
		[d] Addition, mentally, of two numbers whose sum does not exceed 100, one of the numbers to be less than 10 or to be a multiple of 10.	[d] Simple subtraction of numbers of not more than 3 figures.	[d] Conversion of rupees into annas and annas into pies up to Rs. 16 and *vice versâ* and the four compound rules applied to Indian money, the multiplier and divisor in the case of multiplication and division not to exceed two figures.
			[e] Addition and subtraction, mentally, of two numbers of not more than 2 figures each.	[e] Mental arithmetic involving easy processes of multiplication and division; the multiplier or the divisor not to exceed 16.
	Total. 15 marks.	For [a] to [c] inclusive 25 marks. For [d] 5 ,, Total. 30 ,,	For [a] to [d] inclusive 25 marks. For [e] 5 ,, Total. 30 ,,	For [a] to [d] inclusive 35 marks. For [e] 10 ,, Total. 45 ,,

Optional

1. Kindergarten (1) Occupations.†	[a] To do three occupations in the presence of the Inspecting officer, not less than three patterns or articles in each occupation. [b] To answer very simple questions on the form, colour and other striking qualities of the articles made and on their connection with the stories and action songs.	[a] To do four occupations in the presence of the Inspecting officer, not less than four patterns or articles in each occupation. [b] To answer simple questions on the form, colour and other striking qualities of the articles made and on their connection with the stories and action songs.	[a] To do four occupations in the presence of the Inspecting officer, not less than six patterns or articles in each occupation. [b] To answer questions on the form, colour and other qualities of the articles made and on the manner in which they illustrate the stories and action songs.	.....

* It is recommended that instruction in Arithmetic in the Infant and First Standards shall be by means of the ball frame or concrete objects.

† The materials used for each occupation to be in readiness in the school on the day of examination.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[a] The compound rules and reduction bearing on Indian and English money, on the Madras and Indian Imperial weights and measures of length and capacity, and English time.	[a] Greatest common measure and Least common multiple.	[a] Decimal notation. Conversion of pure decimals to fractions and of fractions to decimals. The four simple rules applied to pure decimals.	[a] The compound rules bearing on Indian and English money, on Indian Imperial weights and measures of length and capacity, on English time, on English linear, square and cubic measures, and on Avoirdupois weight.
[b] Household accounts and bazaar bills.	[b] Reduction of fractions to lowest terms and conversion of fractions to their equivalents with a common denominator, and comparison of fractions.	[b] Simple proportion (Rule of three).	[b] Simple and Compound proportion.
[c] Definition of proper fractions, improper fractions and mixed numbers. Interconversion of the two latter. Addition and subtraction of fractions of the same denominator.	[c] Addition, subtraction, multiplication and division of fractions and simplification of compound and complex fractions.	[c] Simple practice ...	[c] Simple and Compound practice.
[d] Mental arithmetic applied to bazaar transactions involving a knowledge of such parts of a rupee as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and $\frac{1}{16}$ and their multiples.	[d] Simple problems involving a knowledge of vulgar fractions and the four compound rules.	[d] Square measure (*i.e.*) exercises on rectangular areas.	[d] Simple interest.
	[e] Mental arithmetic: easy questions on the compound rules and vulgar fractions.	[e] Simple problems involving a knowledge of the compound rules and vulgar and decimal fractions.	[e] Vulgar and decimal fractions.
		[f] Easy questions on mental Arithmetic.	[f] Simple problems.
For [a] to [c] inclusive 35 marks. For [d] 10 ,, Total. 45 ,,	For [a] to [d] inclusive 35 marks. For [e] 10 ,, Total. 45 ,,	For [a] to [e] inclusive 50 marks. For [f] 10 ,, Total. 60 ,,	Total. 60 marks.

Subjects.

.....	.....	.....	.....	

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
(2) Stories ...	To answer very easy questions on very simple stories which have been told by the teacher and illustrated in the occupations and songs. Not less than three stories to be brought up.	To answer easy questions on simple stories which have been told by the teacher and illustrated in the occupations and songs. Not less than four stories not previously presented to be brought up.	To answer questions on or to relate simple stories which have been told by the teacher and illustrated in the occupations and songs. Not less than four stories not previously presented to be brought up.	
(3) Action songs.	To sing very simple action songs by imitation with or without the teacher. Six songs to be brought up.	To sing simple action songs by imitation with or without the teacher. Six songs not previously presented to be brought up.	To sing action songs by imitation with or without the teacher. Six songs not previously presented to be brought up.	
2. Object lessons or Elementary Science.*	[*a*] To point out in a picture or from a collection and to name (1) common objects of every-day life, such as articles of household or school furniture, articles of clothing, and implements and utensils used in the ordinary occupations carried on in the locality; (2) familiar animals or animal products; and (3) familiar plants or vegetable products.	[*a*] To point out in a picture or from a collection, and to name (1) common objects of every-day life, such as articles of household or school furniture, articles of clothing, and implements and utensils used in the ordinary occupations carried on in the locality; (2) familiar animals or animal products; (3) familiar plants or vegetable products; and (4) familiar minerals or mineral products.	[*a*] To point out in a picture or from a collection, and to name (1) common objects of every-day life, such as articles of household or school furniture, articles of clothing, and implements and utensils used in the ordinary occupations carried on in the locality; (2) familiar animals or animal products; (3) familiar plants or vegetable products; and (4) familiar minerals or mineral products.	[*a*] To show some acquaintance, derived, in part at least, from actual observation, with (1) familiar animals or animal products; (2) familiar plants or vegetable products; (3) familiar minerals or mineral products; and (4) familiar facts regarding the weather.
	Nine lessons to be prepared, three from each sub-division.	Twelve lessons to be prepared, three from each sub-division.	Sixteen lessons to be prepared, four from each sub-division.	Twenty lessons to be prepared, five from each sub-division.
	[*b*] To answer very simple questions on the lessons prepared, with reference to the more striking properties of the objects studied, such as their size, form, colour and uses; and with reference to actual observations of the animals and plants during the year.	[*b*] To answer simple questions on the lessons prepared, with reference to (1) the food, habits and uses of the animals, and (2) the cultivation of the plants: and with reference to actual observations of the animals and of the cultivation of the plants during the year.	[*b*] To answer questions on the lessons prepared with reference to (1) the manufacture of the common objects of every-day life; (2) the food, habits and uses of the animals, the most striking characteristics of their structure, and the adaptation of their structure to their food and habits; (3) the cultivation of the plants, and their uses: and (4) the origin or preparation of the mineral substances, and their chief properties and uses. The examination shall also have reference to actual observations made by the pupils during the year.	[*b*] To answer questions on the lessons prepared with reference to (1) the food, habits, and uses of the animals; their classification and structure and the adaptation of their structure to their food and habits; (2) the cultivation or mode of growth of the plants, their general structure and uses; and (3) the origin or preparation of the mineral substances and their chief properties and uses. The examination shall also have reference to actual observations made by the pupils during the year.

* *Object Lessons.*—The pictures, objects and apparatus used to illustrate the lessons should be in readiness in the school on the day of examination.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[*a*] To show a fuller acquaintance than in the Third Standard with (1) familiar animals or animal products; (2) familiar plants or vegetable products; (3) familiar minerals or mineral products; and (4) familiar facts regarding the weather.	[*a*] The common animals, plants and minerals of Southern India, with the elementary principles of their classification.	The simpler kinds of physical and mechanical appliances, *e.g.*, the thermometer, the barometer, the lever, the pulley, the wheel and axle, the spirit level.	A fuller knowledge of the appliances in the Sixth Standard or Second Form, and also of the air pump, the common pump, Bramah's press, the fire engine, the siphon.
Twenty-four lessons to be prepared, six from each sub-division.			
[*b*] To answer questions more difficult than in the Third Standard on the lessons prepared with reference to (1) the food, habits and uses of the animals, their classification and structure and the adaptation of their structure to their food and habits; (2) the cultivation or mode of growth of the plants, their general structure and uses; and (3) the origin or preparation of the mineral substances and their chief properties and uses.	[*b*] Familiar facts regarding the weather with their more striking causes and effects.		
[*c*] To answer simple questions on the chief characteristics of the classes to which the animals, plants and minerals belong, and on the chief points of resemblance between those of the same class and of difference from those of other classes. The animals, plants, and minerals under [*a*][*b*][*c*] shall be selected from those in the neighbourhood and with which the pupils may be expected to be familiar, and the examination shall have reference, in part at least, to actual observations made by the pupils during the year.	[*c*] Common substances employed in the arts and manufactures carried on in the district or locality.		

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
3. Second Language (Vernacular). (1) Reading, Recitation, Grammar, Composition and Translation. [i] For pupils in Native schools.	Same as under the first or compulsory language.	Same as under the first or compulsory language with the following addition :— [c] To translate into the first language easy words selected from the portions studied in the Standard Reader in use—15 *marks*.	Same as under the first or compulsory language with the following addition :— [d] To translate into the first language easy words and sentences selected from the portions studied in the Standard Reader in use—15 *marks*.	Same as under the first or compulsory language with the following addition :— [f] To translate into the first language a passage and words selected from the portions studied in the Standard Reader in use—15 *marks*.
[ii] For pupils in European schools.	.....	[a] Ability to point out and pronounce the letters of the Alphabet and to read easy and familiar words of not more than two syllables —15 *marks*.	[a] To read correctly a few lines from any Reader approved for the first or compulsory language under the first Standard and that has not been studied in the class during the year—5 *marks*. [b] To translate into English easy words selected from the portions studied in the Standard Reader in use—10 *marks*.	[a] To read a few lines from any Reader approved for the first or compulsory language under the second Standard and that has not been studied in the class during the year—5 *marks*. [b] To translate into English a passage and words selected from the portions studied in the Standard Reader in use—15 *marks*. [c] To point out the nouns and verbs in any easy simple sentence and also the subject, object and predicate—10 *marks*.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
Same as under the first or compulsory language with the following additions :— [f] To translate into the first language a passage and words selected from the portions studied in the Standard Reader in use—7 *marks*. [g] To translate from the first language into the second language simple sentences—8 *marks*. [a] To read a few lines from any Reader approved for the first or compulsory language under the third Standard and that has not been studied in the class during the year—5 *marks*. [b] To translate into English a passage and words selected from the portions studied in the Standard Reader in use—15 *marks*. [c] To point out the parts of speech in any simple sentence, and also the subject, object, and predicate—15 *marks*. [d] To translate very easy simple sentences from English into the Vernacular language studied by the pupil—10 *marks*.	Same as under the first or compulsory language with the following additions :— [g] To translate into the first language a passage equal in difficulty to the portions studied in the Standard Reader in use—7 *marks*. [h] To translate from the first language into the second language ten lines from any approved Standard Reader—8 *marks*. [a] To read a few lines from any Reader approved for the first or compulsory language under the fourth Standard and that has not been studied in the form during the year—5 *marks*. [b] To translate into English a passage selected from the portions studied in the Standard Reader in use—15 *marks*. [c] Exercises on any approved elementary grammar—20 *marks*. [d] To translate ten lines from any approved Standard English Reader into the Vernacular language studied by the pupil—10 *marks*. [e] To repeat twenty lines of easy verse—10 *marks*.	Same as under the first or compulsory language with the following additions :— [g] To translate into the first language a passage equal in difficulty to the portions studied in the Standard Reader in use—7 *marks*. [h] To translate from the first language into the second language ten lines of narrative from any approved Standard Reader—8 *marks*. [a] To read a few lines from any Reader approved for the first or compulsory language under the fifth Standard and that has not been studied in the form during the year —5 *marks*. [b] To translate into English a passage selected from the portions studied in the Standard Reader in use—15 *marks*. [c] Exercises with special reference to the Standard Reader in use on etymology as in any approved grammar—20 *marks*. [d] To translate ten lines of narrative from any approved Standard English Reader into the Vernacular language studied by the pupil—10 *marks*. [e] To repeat forty lines of verse—10 *marks*. [f] To answer, in the Vernacular language studied by the pupil, questions on the subject-matter of the portions studied in the Standard Reader in use—15 *marks*. [g] To write from memory the substance of a short story read out or told twice, spelling, grammar and handwriting to be considered—15 *marks*.	Same as under the first or compulsory language with the following additions :— [g] To translate into the first language a passage equal in difficulty to the portions studied in the Standard Reader in use —7 *marks*. [h] To translate from the first language into the second language ten lines of narrative from any approved Standard Reader—8 *marks*. Same as under the first or compulsory language with the following additions :— [g] To translate from the first language into English a passage equal in difficulty to the portions studied in the Standard Reader in use —15 *marks*. [h] To translate from English into the first language ten lines of narrative from any approved Standard English Reader —15 *marks*.

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
(2) Writing and Spelling. [For pupils in Native and European Schools].	.....	[*a*] To copy out in large hand on a slate or board the letters of the Alphabet—6 *marks*. [*b*] To write to dictation the letters of the Alphabet—9 *marks*.	[*a*] To transcribe in large hand on a slate or board a short sentence from the Standard Reader in use—6 *marks*. [*b*] To write to dictation eight words of one or two syllables each from the Standard Reader in use—9 *marks*.	[*a*] To transcribe in large hand on paper a sentence from the Standard Reader in use—6 *marks*. [*b*] To write to dictation ten words, of not more than three syllables each, from the portions studied in the Standard Reader in use—15 *marks*. [*c*] To write in the presence of the Inspecting officer three lines of large hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.
4. Second Language (English). (1) Reading, Recitation, Grammar, Composition and Translation.	.....	[*a*] Ability to point out and pronounce all the capital and small letters of the Alphabet and to read easy words of one syllable—15 *marks*.	[*a*] To read correctly a few lines from any Reader approved for the first or compulsory language under the First Standard and that has not been studied in the class during the year—5 *marks*. [*b*] To translate into the Vernacular language of the pupil words of one syllable from the Standard Reader in use—10 *marks*.	[*a*] To read correctly a few lines from any Reader approved for the first or compulsory language under the Second Standard and that has not been studied in the class during the year—5 *marks*. [*b*] To translate into the Vernacular language of the pupil a passage and words from the Standard Reader in use—10 *marks*. [*c*] To repeat 20 lines of very easy verse—5 *marks*. [*d*] To answer questions on the meaning and subject-matter of the portions studied in the Standard Reader in use—15 *marks*.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[*a*] To transcribe in large hand on paper a sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in middle-sized hand on paper a sentence from the Standard Reader in use—6 *marks*.	[*a*] To transcribe in small hand on paper a printed paragraph—6 *marks*.	[*a*] To transcribe in small hand from a given printed or lithographed paper—6 *marks*.
[*b*] To write to dictation five words and five lines from the portions studied in the Standard Reader in use—15 *marks*.	[*b*] To write to dictation ten words and eight lines from the portions studied in the Standard Reader in use—15 *marks*.	[*b*] To write to dictation ten words and eight lines from the portions studied in the Standard Reader in use—15 *marks*.	[*b*] To write to dictation a passage from any Reader in use approved for the Standard and also a few separate words of moderate difficulty—15 *marks*.
[*c*] To write in the presence of the Inspecting officer three lines of large hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of middle-sized hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.	[*c*] To write in the presence of the Inspecting officer three lines of small hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.
[*a*] To read with ease and correctness a few lines from any Reader approved for the first or compulsory language under the Third Standard and that has not been studied in the class during the year—5 *marks*.	[*a*] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Fourth Standard and that has not been studied in the class during the year—5 *marks*.	[*a*] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Fifth Standard and that has not been studied in the class during the year—5 *marks*.	The same as under the first or compulsory language with the following additions:—
[*b*] To translate into the Vernacular language of the pupil a passage and words from the Standard Reader in use—10 *marks*.	[*b*] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 *marks*.	[*b*] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 *marks*.	[*g*] To translate from English into the first language a passage equal in difficulty to the portions studied in the Standard Reader in use—15 *marks*.
[*c*] To repeat 30 lines of easy verse—5 *marks*.	[*c*] To repeat 50 lines of easy verse—5 *marks*.	[*c*] To repeat 75 lines of verse—5 *marks*.	
[*d*] To answer questions on the meaning and subject-matter of the portions studied in the Standard Reader in use—15 *marks*.	[*d*] To answer questions on the meaning and subject-matter of the portions studied in the Standard Reader in use—15 *marks*.	[*d*] To answer in English questions on the portions studied, with special reference to the meaning and subject-matter, illustration of the meaning of words, phrases and idioms; meaning of sentences; framing simple sentences to introduce correctly common words, phrases, or idioms with which the pupils should be familiar—15 *marks*.	

Subjects—cont.

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
				[e] To point out nouns and verbs in any easy simple sentence and also the subject, predicate and object—10 *marks*.
(2) Writing and Spelling.	.....	[a] To copy out in large hand on a slate or board all the capital and small letters of the Alphabet—6 *marks*. [b] To write to dictation all the small letters of the Alphabet and easy words of one syllable—9 *marks*.	[a] To transcribe in large hand on a slate or board a short sentence from the Standard Reader in use—6 *marks*. [b] To write to dictation six words of one or two syllables from the Standard Reader in use—9 *marks*.	[a] To transcribe in middle-sized hand on paper a sentence from the Standard Reader in use—6 *marks*. [b] To write to dictation ten words from the Standard Reader in use—15 *marks*. [c] To write in the presence of the Inspecting officer three lines of large hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.
5. Freehand outline and geometrical drawing.	.....	Freehand drawing on square ruled or chequered slates from enlarged copy on a square ruled black board, combination of straight lines forming simple geometric patterns and forms of objects.	Freehand drawing on plain slates from enlarged copy on the blackboard or from a large diagram, combination of straight lines forming simple geometric figures and forms of objects.	Freehand drawing on slates or paper from enlarged copy on the blackboard or from a large diagram, combinations of curved and straight lines, forming simple geometric figures, ornamental forms and objects.
6. Needle work (i) for girls in Native Schools.	.....	[a] Exercises in needle threading. Time allowed for threading a needle once, one minute.	To top-sew and either hem or back-stitch. The work to be fixed by the pupil.	To back-stitch and fell, to gather and darn.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[e] The simple parsing of words and analysis of short and simple sentences from the Standard Reader in use—10 *marks*.	[e] Exercises in any approved Grammatical Primer. The analysis of simple sentences—10 *marks*.	[e] Exercises with special reference to the Standard Reader in use, on orthography, etymology and the analysis of simple and compound sentences—10 *marks*. [f] To write from memory the substance of a short story read out or told twice, spelling, grammar and hand-writing to be considered—15 *marks*.	
[f] To translate from the Vernacular language of the pupil into English very easy simple sentences—15 *marks*.	[g] To translate from the Vernacular language of the pupil into English ten lines from any Vernacular Reader approved for the Standard—15 *marks*.	[g] To translate from the Vernacular language of the pupil into English ten lines of narrative from any Vernacular Reader approved for the Standard—15 *marks*.	[h] To translate from the first language into English ten lines of narrative from any Vernacular Reader approved for the Standard—15 *marks*.
[a] To transcribe in small hand on paper a sentence from the Standard Reader in use—6 *marks*.	[a] To transcribe in small hand on paper a sentence from the Standard Reader in use—6 *marks*.	[a] To transcribe in a good clear hand eight lines of print—6 *marks*.	[a] To write out rapidly in a clear hand from a printed or lithographed paper—6 *marks*.
[b] To write to dictation five words and five lines from the Standard Reader in use—15 *marks*.	[b] To write to dictation ten words and eight lines from the Standard Reader in use—15 *marks*.	[b] To write to dictation ten words and eight lines from the Standard Reader in use—15 *marks*.	[b] To write to dictation a passage from any Reader approved for the Standard that has not been studied in the class during the year and also a few separate words of moderate difficulty—15 *marks*.
[c] To write in the presence of the Inspecting officer three lines of middle-sized hand in a copy-book of any approved series, of which fifteen pages shall have been written in the same hand in ink by the pupil previous to the day of examination—9 *marks*.	[c] To write in the presence of the Inspecting officer three lines of small hand in a copy-book of any approved series, of which fifteen pages shall have been written in the same hand in ink by the pupil previous to the day of examination—9 *marks*.	[c] To write in the presence of the Inspecting officer three lines of small hand in a copy-book of any approved series, of which fifteen pages shall have been written in the same hand in ink by the pupil previous to the day of examination—9 *marks*.	[c] To write in the presence of the Inspecting officer three lines of small hand in a copy-book of any approved series, of which fifteen pages shall have been written in ink in the same hand by the pupil previous to the day of examination—9 *marks*.
Freehand drawing on paper from enlarged copy on the blackboard or from a large diagram, curved figures, ornamental forms, common objects, flowers, leaves, &c.	Freehand drawing on paper from enlarged copy on the blackboard or large diagram, ornamental forms, common objects, leaves, flowers, &c.	[a] Freehand drawing on paper from enlarged diagram, or from small examples or cards to different scale, ornamental forms, common objects, flowers, foliage, fruit, &c. [b] Geometrical drawing on paper: The use of the inch measure, T square, set squares and compasses for drawing simple objects to scale and describing simple geometrical figures.	*Freehand Drawing.*—The test as prescribed for the Elementary Technical Examination. *Geometrical Drawing.*—The test as prescribed for the Elementary Technical Examination.
[a] To cut out from a pattern or by measurement, and to show ability to make a jacket and a petticoat, of full size suitable for a girl of from six to twelve years of age.	[a] To cut out from a pattern or by measurement, and to show ability to make a jacket and a cap suitable to a boy of from six to twelve years of age, showing back-stitching and hemming, setting on of neck-band and pocket, and button-hole.	[a] To cut out from a pattern or by measurement, and to show ability to make a native man's short jacket of full size, showing improved work of the kinds required for the Fifth Standard or First Form.	[a] To cut out from a pattern or by measurement, and to show ability to make a native man's under-jacket, showing improved work of the kinds required for the Fifth and Sixth Standards.

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
		[b] To hem or back-stitch. The hem may be fixed by the teacher.		
(ii) For girls in European Schools.	.....	Same as for girls in Native Schools.	Same as for girls in Native Schools.	Same as for girls in Native Schools.
7. Geography.*	.....	.....	[a] The meaning of scale as applied to a ground plan of the school or class room. [b] The four cardinal points. [c] Geographical terms as far as they can be illustrated by the physical features of the locality in which the school is situated.	[a] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality. [b] A general acquaintance with the geography of the district as illustrated by the map of the district. [c] Geographical terms relating to land and water exemplified from map.

* *Map Drawing.*—Outline maps to be provided by the Inspecting officer or Examining Board.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[b] To show one finished garment of each kind done in the course of the year. [c] To work button-holes. [d] To darn on old cloth.	[b] To show one finished garment of each kind done in the course of the year. [c] To patch on old cloth neatly. [d] To darn on old cloth neatly. [e] To work a simple pattern in any one kind of fancy work, and to mark the English or Vernacular letters on canvas or cloth.	[b] To show one finished garment of the above kind done in the course of the year. [c] To patch on old cloth neatly. [d] To darn on old cloth neatly. [e] To work two or more patterns in one or two kinds of fancy work, and to mark letters finely on fine cloth.	[b] To show one finished garment of the above kind done in the course of the year. [c] To patch on old cloth neatly. [d] To darn on old cloth neatly. [e] To make finely and neatly a finished article, such as a bag, sock, or scarf, and to mark letters finely on fine cloth.
[a] To cut out from a pattern and show ability to make in full size a chemise suitabe for a girl of from six to twelve years of age, showing running and felling, back-stitching, gathering, setting on of band, and button-hole.	[a] To cut out from a pattern and show ability to make a simply-shaped night-dress in full size, showing improved work of the kinds required for the Fourth Standard or Class.	[a] To cut out from a pattern and show ability to make a European child's frock in full size, showing improved work of the kinds required for the First Form with the addition of tucks.	[a] To cut out from a pattern and show ability to make a night-dress of full size and showing improved work of the kinds required for the First Form, with the addition of a yoke and tuck fronts.
[b] To show one finished garment of the above kind done in the course of the year. [c] To patch on old cloth. [d] To darn on old cloth or stocking.	[b] To show one finished garment of the above kind done in the course of the year. [c] To patch on old cloth neatly. [d] To darn on old cloth or stocking neatly. [e] To work a simple pattern in any one kind of fancy work and to mark the English or Vernacular letters on canvas or cloth.	[b] To show one finished garment of the above kind done during the course of the year. [c] To patch on old cloth very neatly. [d] To darn on old cloth or stocking very neatly. [e] To work two or more patterns in one or two kinds of fancy work and to mark letters finely on fine cloth.	[b] To show one finished garment of the above kind done during the course of the year. [c] To patch on old cloth very neatly. [d] To darn on old cloth or stocking very neatly. [e] To make finely and neatly a finished article such as a bag, sock, or scarf and to mark letters finely on fine cloth.
[a] Shape and size of the earth, simple notions regarding the relations of sun, moon and earth. [b] The oceans and continents of the world. [c] The geography of the Madras Presidency, Coorg, Travancore, Mysore, Cochin and Hyderabad as in any approved book; also of the important physical features of the rest of India.	[a] Simple notions of the solar system. [b] The situation of the great rivers and mountain chains and of the important countries of the world. [c] A knowledge of the geography of Asia as in any approved book. [d] *Map-drawing.*—To insert the chief rivers and mountain ranges of India on an outline map.	[a] Latitude and Longitude and the Zones. [b] A knowledge of the geography of Europe and Africa as in any approved book. [c] *Map-drawing.*—To insert the chief physical features and the important countries of Africa and Europe on outline maps.	[a] Circumstances which determine climate and the seasons. [b] Outlines of general geography as in any approved book. The geography of India as in any approved book. [c] *Map-drawing.*—To insert the chief physical features of any continent (including Australia) or of any great country in Europe or Asia, on an outline map. To draw the outline of any continent, or of any great country in Europe or Asia.

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
8. Singing ...	.....	.....	.....	[a] To sing a diatonic scale, the key note only being given.
[i] For pupils in European Schools.				[b] To name and to sing simple interval in the diatonic scale.
[ii] For pupils in Native Schools.				[c] To sing a simple song learned by imitation. Three songs to be brought up.
				Note.—The teacher should count or beat the time.
				[To be notified here after].
9. Hygiene and Elementary Sanitary Science.	.....	.....	.....	Elements of Hygiene as in any approved book containing very easy lessons on the preservation of health.
10. History of India.	.....	.....	.....	.....

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[a] Given the key note, to sing any simple interval in the diatonic scale.	[a] To name and to sing the intervals, simple and compound.	[a] Improved notation. Key relations and key signatures.	The test as prescribed for the Elementary Technical Examination.
[b] Rudiments of notation as far as regards pitch and duration.	[b] A further knowledge of notation including use of rests, accidentals, clefs, bars and time signatures.	[b] To sing from notes a simple melody chosen by the Inspecting officer from any four learnt during the year.	
[c] To sing a simple song in two parts. Three songs to be brought up.	[c] To sing a simple time exercise, written on the black-board, time being marked by the teacher.	[c] To sing a time exercise, and to mark time.	
	[d] To sing in correct time a song in two parts. Three songs to be brought up.	[d] To sing a song in two parts in correct time. Three songs to be brought up.	
.....	*Note.*—Credit to be given especially for attention to time.	*Note.*—Credit to be given especially for attention to time.	
[To be notified hereafter.]	[To be notified hereafter.]	[To be notified hereafter.]	[To be notified hereafter.]
Elements of Hygiene as in any approved book.	Elements of Hygiene as in any approved book.	Elements of Hygiene as in any approved book.	The test as prescribed for the Elementary Technical Examination.
Note.—The pupil will be expected to answer such simple questions on sanitation as would come within his daily experience.			
A very elementary knowledge of the leading periods of the History of India to 1858, with such a knowledge of the geography of Asia as may be necessary for the intelligent study of the subject.	The leading facts of the History of India to the death of Aurungzeb, with such a knowledge of geography as may be necessary for the intelligent study of the subject.	The outlines of the History of India to the fall of Seringapatam, with such a knowledge of geography as may be necessary for the intelligent study of the subject.	The outlines of the History of India to the present time, with such a knowledge of geography as may be necessary for the intelligent study of the subject.

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
11. Agriculture (for boys only).	.....	.....	.....	.....
12. Mensuration (for boys only).	.....	.....	.....	.....
13. Second Language (Sanskrit,* Arabic, Latin, Persian, French, Germant). (1) Reading, Recitation, Grammar & Translation.	.....	.....	.....	.....

* In the Devanagari character. † In the Gothic character.

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
The elements of Agriculture, as in any approved book.	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The test as prescribed for the Elementary Technical Examination.
Definitions of, and connected with, the various figures named below—	Definitions of, and connected with, the various figures named below—	Definitions of, and connected with, the various figures named below—	The test as prescribed for the Elementary Technical Examination.
[*a*] Lengths—Linear measures, English and Indian. Practical use of the chain, tape and rod.	[*a*] Length—Linear measures, English and Indian. Practical use of the chain, tape and rod. Sides of Right-angled Triangles.	[*a*] Lengths—Linear measures, English and Indian. Practical use of the chain, tape and rod. Sides of Regular Polygons. Circumference of a Circle.	
[*b*] Areas—Square, Rectangle.	[*b*] Areas—Rectangle, Parallelogram, Right-angled Triangle. [*c*] Volumes—Rectangular parallelopiped.	[*b*] Areas—Rectanle, Parallelogram, Triangle, Quadrilateral, Regular Polygon, Circle. [*c*] Volumes—Rectangular parallelopiped Prism, Cylinder, Right Cone. [*d*] Areas of curved surfaces—Right circular Cylinder.	
.....	[*a*] To read a few lines from any Reader in use approved for the Standard—10 *marks*.	[*a*] To read a few lines from any Reader approved for the Standard that has not been studied in the class during the year—10 *marks*.	[*a*] To read a few lines with ease and correctness, from any Reader approved for the Standard that has not been studied in the class during the year—10 *marks*.
	[*b*] Exercises on etymology as in any approved elementary grammar—20 *marks*.	[*b*] Exercises on etymology and syntax as in any approved elementary grammar—20 *marks*.	[*b*] Exercises on etymology and syntax as in any approved elementary grammar: the formation of nouns, adjectives, adverbs, and the analysis of easy sentences—20 *marks*.
	For Latin.—Declension of regular nouns, adjectives and pronouns; regular comparison of adjectives; conjugation of regular verbs in the active and passive voices; concords of noun and adjective and of noun and verb—20 *marks*.	*For Latin.*—As in the Fifth Standard, with irregular comparison of adjectives; conjugation of deponent and anomalous verbs; principal parts of more common irregular verbs; remaining concords and government by prepositions—20 *marks*.	*For Latin.*—As in the Sixth Standard, with easy numerals; principal parts of irregular verbs, and the common rules of syntax as contained in any approved Grammar—20 *marks*.
	[*c*] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 *marks*.	[*c*] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 *marks*.	[*c*] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 *marks*.

Optional

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
(2) Writing and Spelling.	.....	.....	.....	.....
14. History of Great Britain and Ireland.	.....	.....	.....	.....
15. Domestic Economy (for girls only).	.....	.....	.....	.....
16. Geometry and Algebra.	.....	.....	.....	.....

Subjects—cont.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
	[*d*] *For Persian, French and German.*—To translate from English or the Vernacular language of the pupil into the second language ten very easy simple sentences—15 *marks*.	[*d*] *For Persian, French and German.*—To translate from English or the Vernacular language of the pupil into the second language ten lines of very easy narrative—15 *marks*.	[*d*] *For Persian, French and German.*—To translate from English or the Vernacular language of the pupil into the second language ten lines of very easy narrative prose—15 *marks*.
		[*e*] To repeat fifty lines of verse—5 *marks*.	[*e*] To repeat seventy-five lines of verse—5 *marks*.
		[*f*] To answer* questions on the subject-matter of the portions studied in the Standard Reader in use—10 *marks*.	[*f*] To answer* questions on the subject-matter of the portions studied in the Standard Reader in use—10 *marks*.
.....	[*a*] To write in the presence of the Inspecting officer three lines in a copy-book of any approved series, of which fifteen pages shall have been written in ink by the pupil previous to the day of examination—6 *marks*.	[*a*] To write in the presence of the Inspecting officer three lines in a copy-book of any approved series, of which fifteen pages shall have been written in ink by the pupil previous to the day of examination—6 *marks*.	[*a*] To write in a good clear hand from a printed or lithographed paper—6 *marks*.
	[*b*] To write to dictation ten words from the portions studied in the Standard Reader in use—9 *marks*.	[*b*] To write to dictation ten words and eight lines from the portions studied in the Standard Reader in use—9 *marks*.	[*b*] To write to dictation a passage from a book equal in difficulty to the Standard Reader in use and also a few separate words of moderate difficulty—9 *marks*.
.....	The outlines of the History of Great Britain and Ireland to 1558, with such a knowledge of geography as may be necessary for the intelligent study of the subject.	The outlines of the History of Great Britain and Ireland to 1688, with such a knowledge of geography as may be necessary for the intelligent study of the subject.	The outlines of the History of Great Britain and Ireland to the present time, with such a knowledge of geography as may be necessary for the intelligent study of the subject.
.....	The elements of Domestic Economy as in any approved book.	The elements of Domestic Economy as in any approved book.	Domestic Economy as in any approved book.
.....	.....	*Euclid*, Book I, Props. 1-16	*Euclid*, Book I, with very easy deductions. *Algebra*, the four Simple Rules.

* If German is brought up the answers must be in the lar guage brought up.

(II) COURSES OF INSTRUCTION IN UPPER SECONDARY OR HIGH SCHOOLS.

(1) *In Schools preparing for the Matriculation Examination of the Madras University.*

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
1. English Language— (1) Reading.	[a] About forty pages (8vo) of prose. [b] About five hundred lines of verse.	[a] About sixty pages (8vo) of prose. [b] About seven hundred lines of verse.	[a] About ninety pages (8vo) of prose. [b] About twelve hundred lines of verse.	To be taught so that the pupil may understand the construction of words and analysis of sentences, and be able to recast forms of expression and explain figures of speech. Written exercises in translation and composition should be done both in class and at home. When done at home, they should be written in exercise books of uniform size with broad margins.
(2) Translation.	(*Oral.*) Into the pupil's second language, of selected lessons from the prose that has been studied. (*Written.*) Into English, of selected portions, already studied, of the reading book in use for the pupil's second language.	(*Oral.*) Into the pupil's second language, of selected lessons from the prose that has been studied. (*Written.*) Into English, of selected portions of easy narrative in the pupil's second language.	(*Oral.*) Into the pupil's second language, of selected lessons from the prose that has been studied. (*Written.*) Into English, of selected portions of any standard work in the pupil's second language.	
(3) Recitation.	Three pieces of poetry to be recited with suitable expression, intonation and gesture.	Four pieces of poetry to be recited with suitable expression, intonation and gesture.		
(4) Writing and Dictation.	Dictation from portions of the reading book already studied; with additional words.	Dictation (with pen and ink on paper) from the reading book in use; with additional words.	Dictation (with pen and ink on paper) from a book not already studied, of not much greater difficulty than the reading book in use.	
(5) Grammar.	English Grammar with special study of idiomatic expressions; analysis of sentences from prose and poetry; recasting sentences.	English Grammar including syntax and prosody; construction and recasting of the various forms of sentences, and analysis of simple, compound and complex sentences. Idiomatic and proverbial expressions of greater difficulty.	Revision of whole, with more advanced exercises.	
(6) Composition.	[a] Simple rules and exercises bearing on composition. [b] Short stories to be reproduced from memory or from a summary taken down by the pupil. [c] Forms of address, etc., for letters.	[a] Exercises in the recasting of sentences. [b] Reproduction of a narrative. [c] Letters in correct form. [d] Essays from skeleton given by the teacher.	[a] Punctuation; style; suitable varieties of style. [b] Stories from memory. [c] Essays on prescribed subjects. [d] Paraphrasing.	
2. Second Language— i. Sanskrit, Arabic and Persian— (1) Reading.	[a] About forty pages (8vo) of prose. [b] About four hundred lines of verse.	[a] About sixty pages (8vo) of prose. [b] About five hundred lines of verse.	[a] About eighty pages (8vo) of prose. [b] About six hundred lines of verse.	In Sanskrit the Devanagari character is to be used.

(2) *In Schools preparing for the Upper Secondary Examination of the Madras Government.*

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
1. English Language— (1) Reading.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.
(2) Translation.	Do.	Do.	Do.	Do.
(3) Recitation.	Do.	Do.	Do.	
(4) Writing and Dictation.	Do.	Do.	Do.	
(5) Grammar.	Do.	Do.	Do.	
(6) Composition.	Do.	Do.	Do.	
2. Second Language— i. Sanskrit, Arabic and Persian— (1) Reading.	Do.	Do.	Do.	Do.

(II) COURSES OF INSTRUCTION IN UPPER SECONDARY OR HIGH SCHOOLS—*cont.*

(1) *In Schools preparing for the Matriculation Examination of the Madras University*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
(2) Translation.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	Written exercises in translation should be done both in class and at home. When done at home, they should be written in exercise books of uniform size with broad margins.
(3) Recitation.	One hundred lines of verse.	One hundred and fifty lines of verse.	Two hundred lines of verse.	
(4) Grammar.	Orthography and etymology.	Syntax and prosody ...	Revision and exercises.	
(5) Composition.	[*a*] Exercises in writing a letter on a prescribed subject. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Exercises in paraphrasing. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Exercises in paraphrasing. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	
ii. Latin and Greek—				
(1) Translation.	(*Written.*) [*a*] Of selected portions, already studied, of the Reader or Author, used in the class. [*b*] Of some easy narrative and sentences, not previously studied, the use of a vocabulary or dictionary being allowed.	(*Written.*) [*a*] Of selected portions, already studied, of any two Latin or Greek Authors, one in prose and the other in verse. [*b*] Of some passage from a Latin or Greek author, not previously studied, use of a dictionary being allowed.	(*Written.*) [*a*] Of selected portions of greater difficulty already studied, of any two Latin or Greek Authors, one in prose and the other in verse. [*b*] Of any two passages, one in prose and the other in verse, from Latin or Greek authors not previously studied, no dictionary being allowed.	Written exercises in translation should be done both in class and at home. When done at home, they should be written in exercise books of uniform size with broad margins.
(2) Grammar.	Etymology and syntax.	Etymology and syntax (more advanced).	Etymology and syntax, as required for the Matriculation Examination.	
iii. Hindustani Marathi, Tamil Telugu, Canarese, Malayalam, Uriya—				
(1) Reading ...	[*a*] About forty pages (8*vo*) of prose. [*b*] About four hundred lines of verse.	[*a*] About sixty pages (8*vo*) of prose. [*b*] About five hundred lines of verse.	[*a*] About eighty pages (8*vo*) of prose. [*b*] About six hundred lines of verse.	
(2) Translation.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. (*Written.*) Of selected portions, already studied, of the English reading book in use.	Written exercises in translation should be done both in class and at home. When done at home, they should be written in exercise books of uniform size with broad margins.
(3) Recitation.	One hundred lines of verse.	One hundred and fifty lines of verse.	Two hundred lines of verse.	
(4) Grammar.	Orthography and etymology.	Syntax and prosody.	Revision and exercises.	
(5) Composition.	[*a*] Exercises in writing a letter on a prescribed subject. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Exercises in paraphrasing. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Exercises in paraphrasing. [*b*] Exercises in writing short essays on prescribed subjects.	

(2) *In Schools preparing for the Upper Secondary Examination of the Madras Government*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
(2) Translation.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.
(3) Recitation.	Do.	Do.	Do.	
(4) Grammar.	Do.	Do.	Do.	
(5) Composition.	Do.	Do.	Do.	
ii. Latin—				
(1) Translation.	Do.	Do.	Do. ...	Do.
(2) Grammar.	Do.	Do.	Do.	
iii. Hindustani, Marathi, Tamil, Telugu, Kanarese, Malayalam, Uriya—				
(1) Reading ...	Do.	Do.	Do.	
(2) Translation.	Do.	Do.	Do.	Do.
(3) Recitation.	Do.	Do.	Do.	
(4) Grammar.	Do.	Do.	Do.	
(5) Composition.	Do.	Do.	Do.	

(II) COURSES OF INSTRUCTION IN UPPER SECONDARY OR HIGH SCHOOLS—*cont.*

(1) *In Schools preparing for the Matriculation Examination of the Madras University*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
iv. French and German.—				
(1) Reading ...	[*a*] About fifty pages (*8vo*) of prose. [*b*] About two hundred lines of verse.	[*a*] About sixty pages (*8vo*) of prose. [*b*] About four hundred lines of verse.	[*a*] About eighty pages (*8vo*) of prose. [*b*] About five hundred lines of verse.	In German the Gothic character is to be used.
(2) Translation.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. Into French or German of easy sentences taken from every-day life. (*Written.*) Of selected portions already studied of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. Into French or German of easy sentences taken from every-day life. (*Written.*) Of selected portions already studied of the English reading book in use.	(*Oral.*) Into English, of selected lessons from the prose that has been studied. Into French or German of easy sentences. (*Written.*) Of passages in prose not studied previously, equal in difficulty to the English reading book in use in the Fourth form.	
(3) Recitation.	Two hundred lines of verse.	Two hundred and fifty lines of verse.	Three hundred lines of verse.	
(4) Grammar.	Orthography and etymology.	Syntax and prosody ...	Revision and idioms.	
(5) Composition.	[*a*] Rendering of English sentences, framed to illustrate syntax rules, into French or German. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Exercises in writing a letter on a prescribed subject. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	[*a*] Letter-writing and descriptions. [*b*] Exercises in reproducing the substance of a narrative that has been twice read aloud.	
3. Mathematics—				
(1) Arithmetic	Revision of decimals, recurring decimals, their addition, subtraction, multiplication and division. Practical methods of shortening labour, in multiplication and division. Advanced exercises in proportion. Simple interest. Advanced exercises in square measure.	Advanced exercises on decimals, vulgar fractions, and proportion. Extraction of square root. Proportional parts. Profit and loss. Revision of practice. Present worth and discount at simple interest. Compound interest. Advanced exercises in cubic measure.	The chain rule. Extraction of cube root. Alligation. Partnership. Percentages and averages. Discount and present worth at compound interest. Stocks and shares. The metric system. General revision.	The order of teaching the various rules may be varied at the discretion of the teacher.
(2) Algebra ..	Revision of the four simple rules, including interpretation of signs. Resolution into factors. L.C.M. and G.C.M. Simple identities and substitutions. Very easy fractions.	More difficult identities and substitutions, resolution into factors (with special care and intelligence). G.C.M. and L.C.M. by factors and rules. Involution. Fractions. Simple equations of one unknown quantity. Very easy problems.	Evolution. Simple and quadratic equations of one unknown quantity. Simultaneous equations of two and three unknown quantities. Easy problems. General revision.	
(3) Geometry.	Euclid, Revision of Book I. Book III, Definitions and *Props.* 1—15. Easy deductions.	Euclid, Book II and Book III, *Props.* 16—25. Easy deductions.	Euclid, Book III, *Props.* 26—37. Revision. More difficult deductions.	Deductions to be done in class on the board, and not only as home work.

(2) *In Schools preparing for the Upper Secondary Examination of the Madras Government*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
iv. French and German—				
(1) Reading ...	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.
(2) Translation.	Do.	Do.	Do.	
(3) Recitation.	Do.	Do.	Do.	
(4) Grammar.	Do.	Do.	Do.	
(5) Composition.	Do.	Do.	Do.	
3. Mathematics—				
(1) Arithmetic.	Do.	Do.	Do.	Do.
*(2) Algebra ...	Do.	Do.	Do.	
*(3) Geometry.	Do.	Do.	Do	Do.

* Instead of Algebra and Geometry female pupils may bring up any subject selected from the Government Technical Examination scheme, Intermediate standard.

(II) COURSES OF INSTRUCTION IN UPPER SECONDARY OR HIGH SCHOOLS—*cont.*

(1) *In Schools preparing for the Matriculation Examination of the Madras University*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
4. Physics and Chemistry—				
(1) Physics ...	Expansion by heat: the thermometer: boiling: evaporation: rain: ice: water: steam: winds: the balloon: the siphon: the air-pump: the common pump: the barometer: the lever: the inclined plane: the wedge: the wheel and axle: the pulley: falling bodies: the pendulum: the clock: the mariner's compass.	Physics as in any approved book.	Physics as in any approved book.	In teaching Physics and Chemistry in the Fourth Form, experiments and instruments should be shown, but *no text-book should be used.*
(2) Chemistry.	Solution: crystallization: precipitation: elements: compounds: mixtures: combustion: decomposition: air: oxygen: hydrogen: carbonic acid gas.	Chemistry as in any approved book.	Chemistry as in any approved book.	
5. History and Geography—				
(1) History ...	[*a*] India: up to A.D. 1765. [*b*] Great Britain and Ireland: up to A.D. 1558.	[*a*] India: up to A.D. 1828. [*b*] Great Britain and Ireland: up to A.D. 1714.	[*a*] India: up to A.D. 1876. [*b*] The outline of the History of England: up to A.D. 1858.	
(2) Geography.	[*a*] *India.* The Madras Presidency, Coorg, Cochin, Travancore, Ceylon, the French Possessions, Mysore, Hyderabad, the Central Provinces. [*b*] Europe. Great Britain and Ireland in detail. [*c*] Map-drawing on prepared projections without outlines.	[*a*] *India.* The Bombay Presidency, the Portuguese possessions, Malwa, Kach, Gujerat, Rajputana, the Punjab, Kashmir, Nepaul, Bhutan. [*b*] Asia and Africa ... [*c*] Map-drawing on prepared projections without outlines.	[*a*] *India.* The North-West Provinces, Behar, Bengal, Orissa, Assam, Burma. The Straits Settlements. [*b*] America, Oceania. Combined view of the British Empire. [*c*] Map-drawing on prepared projections without outlines.	The prescribed maps should be of some country or portion of a continent that is being studied; and should show the physical features and the most important towns, railways, and canals.
6. Drawing ...	Elementary free-hand drawing.	Elementary free-hand drawing.	Elementary free-hand drawing.	

(2) *In Schools preparing for the Upper Secondary Examination of the Madras Government*—cont.

Subject.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
* 4.				
5. History and Geography—				
(1) History ...	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	As in schools preparing for the Matriculation Examination.	
(2) Geography.	Do.	Do.	Do.	As in schools preparing for the Matriculation Examination.
6. Drawing ...	Do.	Do.	Do.	

* Instead of the Physics and Chemistry of the Matriculation course, two subjects selected from the Government Technical Examination scheme, Intermediate Standard, shall be brought up.

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(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
1. Carpentry.	[a] To make from a given half-inch plank a plain box with screwed ends—such a box as entails sawing, planing, squaring, hole-making and screw-driving.	[a] To make a square frame with mitre joints to given measurements.	[a] To join two boards by grooving and slip-feathering or by rebating and dowelling.	[a] To make a frame (trapezoid) with double mortise and tenon to given measurements.
	[b] To mark out and cut a plain mortise and tenon.	[b] To make a square frame with double mortise and tenon to given measurements.	[b] To join two boards at right angles by ordinary or lap dovetails.	[b] To join two pieces of timber by scarfing with plug.
		[c] To saw straight without a line.	[c] To make from a sketch and given measurements a small box with sliding lid, the ends being lap dovetailed, and the bottom screwed.	[c] To join two boards by a hidden mitre compound dovetail joint.
		[d] To make an ordinary stool with three or four legs.		[d] To make from a plan either (1) a panelled door, or (2) a drawer.
				[e] To grind and sharpen a chisel.
				[f] To sharpen and set a saw.
2. Wood-turning.	[a] To understand the construction of simple forms of lathes.	[a] To sharpen and set chisels and gouges for wood-turning.	[a] To turn simple ornamental forms from dimensioned sketches or to templates supplied.	[a] To turn a wooden box with lid, complete.
	[b] To prepare wood for turning and to fix it on the lathe.	[b] To turn simple ornamental forms from a plain cylinder.	[b] To turn chair legs and rails of a given pattern.	[b] To turn a wooden cup or bowl of ornamental form from sketches or to templates.
	[c] To turn a plain cylinder not more than 18″ long and 2″ in diameter.	[c] To turn small articles such as tool handles, bobbins, hat pegs, reels, &c., and to make a number of them exactly alike.	[c] To turn trays and simple articles involving the use of chucks or face plates for holding the wood.	[c] To turn table legs or similar articles of large size from dimensioned sketches or patterns.
	[d] To make simple turned handles suitable for files, gouges, chisels, &c.			
3. Blacksmith's work.	[a] To strike true with sledge-hammer.	[a] To cut a circle from sheet iron.	[a] To make simple drill bits up to three-quarter inch diameter and temper them.	[a] To steel-point a crowbar and harden it.
	[b] To weld together two pieces of half-inch round or square iron.	[b] To forge a half inch bolt and nut to given length with square head, screwed complete.	[b] To make a pair of blacksmith's pincers.	[b] To upset a piece of iron so as to form a collar in centre.
	[c] To make clout nails, staples, right-angled corner irons with countersunk holes.	[c] To weld together two pieces of three-quarter inch round or square iron.	[c] To make and harden flat chisels or cross cut chisels to given sketch.	[c] To make (1) one foot of a three-inch link chain from an iron rod three-eighths of an inch in diameter, (2) a pair of large T-hinges, (3) a three-pronged pitch-fork with hollow handle piece.
		[d] To make (1) a ferrule for a mamoty with brazed joint, (2) a square band with rivetted ends, (3) a hasp.	[d] To make a horse-shoe with nails.	

* The time allowed for the examination in any of the standards shall not be less than three hours. It shall be left to the discretion of the examiner to determine whether the articles shall be completely finished or not by the candidate. The examiner shall be at liberty to extend the time at his discretion, so as to enable him to form an accurate opinion of the ability of the candidates; but in such cases the duration of the examination should be reported.

(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES—*cont.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
3. Blacksmith's work—*cont.*	.....	.....	[e] To make a small tire for a wheel, welded ends.	
			[f] To make a three-quarter inch bolt with hexagonal head and nut screwed complete. The head and nut to be made to standard dimensions.	
4. Fitter's work.	[a] To chip cast iron smoothly with a flat or cross cut cold chisel.	[a] To chip and file a surface of cast or wrought iron and to make it as true as can be done with a straight edge.	[a] To chip and file true a cube or rectangular block of wrought iron from a piece cut off a bar or a rough forging (suitable size 2⅛″×1¼″×1¼″).	[a] From rough forgings to turn and file to standard size a bolt with hexagonal head and nut, to screw and tap the same with taps and dies and to finish completely. The shank of the bolt should not exceed one inch in diameter and the length may conveniently be 6 or 8 inches.
	[b] To chip and file smooth a surface of cast iron about 6 inches by 3 inches.	[b] To tap a ⅝″ nut and screw bolt to fit.	[b] To cut a sunk key-way on a shaft to given dimensions.	[b] To fit together a simple piece of machinery such as a small pedestal block.
	[c] To grind flat chisels, cross cut chisels and centre punches correctly.	[c] To make a pair of callipers, or a small steel centre punch.	[c] To file a sneck-headed key to fit the above key-way, the thickness and taper to be filed to given dimensions.	[c] To make a small pocket square.
			[d] To mark out simple pieces of work, using a marking out table, square, compass, callipers and scribing block.	[d] To cut a key-way on a shaft or in a pulley.
5. Rattan work.	[a] To scrape and clean a bundle of rattans, removing the knobs and all other superfluities.	[a] To string or cord together a bundle of dressed rattans so as to make a mat.	[a] To split a rattan equally into two or three strips.	[a] To spear a bundle of drawn rattans for mat-making.
	[b] To cane-seat a chair or stool with single or double wire.	[b] To cut a piece of corded matting to required dimensions, the sides to be perfectly straight and equi-distant. To nick and bind the edges with rattan wire.	[b] To draw or square the edges of a bundle of split rattans, arranging the knives to required gauge.	[b] To make a circular soiled-linen basket of fine work, or a child's cradle of elliptical shape.
		[c] To make a rattan window-chick or blind to required dimensions, to cut the sides and bind them with cotton or linen tape, and affix rollers, pulleys and ropes.	[c] To split and draw rattans into wire suitable for different kinds of work according to sample.	[c] To make an oblong or square tiffin or other basket with tray and partitions.
		[d] To cane-seat a chair or stool, diamond pattern; or to make a circular bottom for a soiled-linen basket.	[d] To make an ordinary child's chair; or to make a circular basket to given measurements.	[d] To make ornamental baskets of very fine work for flowers, work, waste-paper, &c.

(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES—*cont.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
6. Printing ...	*Composition.*—To be thoroughly acquainted with the plan or lay of a pair of English cases and the various types, accented letters, notes of reference, &c., belonging thereto, together with their correct use. To distribute type cleanly and to compose plain matter from reprint copy, the proof showing but few errors. (About a page of small pica, royal 8vo, to be given as a test.)	*Composition.*—To know the sizes and uses of type, leads, rules and other materials employed in composing. To know the sizes and divisions of ordinary printing paper. To compose plain matter with few errors and with good and equal spacing, from fair manuscript copy. To compose a piece of simple tabular matter, print copy.	[*a*] *Composition.*—To set up plain matter from manuscript copy at the rate of about 400 "ens" or letters and spaces per hour. To compose from print copy any ordinary piece of tabular statement. To impose or arrange the pages for printing in folio and quarto sizes. To punctuate a page of ordinary matter. To know the sizes and divisions of writing paper, and sizes of cards. [*b*] *Presswork.*—To know the names of all the parts of a press and inking-table and their use. To regulate the ink-duct, increase and reduce the pull or impression, to make a solid forme ready for striking off.	[*a*] *Composition.*—To distribute and compose, at the rate of at least 600 ens per hour with accuracy, and punctuate from rough manuscript copy. To cast off and set up from manuscript an ordinary tabular statement. To make up and impose, and make the margins of the matter set up for ordinary book-work any size up to 8vo. To set up with neatness ordinary display matter, such as half titles, &c. [*b*] *Presswork.*—To cover and cut out a frisket. To cover a tympan. To make ready for striking both a solid and a light forme, and regulate the impression for each.
7. Bookbinding.	To fold sheets up to 8vo. To stitch thin pamphlets. To stab thin books.	To sew books. To bind in stiff covers with cloth backs.	To know the sizes and divisions of printing paper. To bind an 8vo book in cloth case with paper label, and to cut and stain the edges.	To know the sizes and divisions of writing paper, and sizes of cards. To bind a folio book in half leather with gilt lettering.
8. Boot and shoe-making.	[*a*] To name the tools and their uses. [*b*] To blacken, dub and slick skin. [*c*] To prepare thread for the reception of bristle. [*d*] To stitch leather.	[*a*] To select a bristle and to bristle a thread. [*b*] To stitch uppers, to stitch on galosh and vamp and to do all other upper work. [*c*] To punch and fix eyelets. [*d*] To distinguish different kinds of leather.	[*a*] To close uppers. [*b*] To stitch on insole, welt and heel. [*c*] To pare and slick the sole and heel. [*d*] To take out the last.	[*a*] To take measurements and note them. [*b*] To select and fit a last for the measurements taken. [*c*] To finish a pair of boots or shoes completely.
9. Pottery ...	[*a*] To throw and finish on the wheel, according to given sample, two or more vessels of the same shape and size, such as a cup without handles, a saucer, or simple shaped vase not exceeding 4″ in diameter and 5″ in height. [*b*] From a given mould to take a cast of a simple flowerpot, vase or baluster not exceeding 9″ in height. [*c*] To understand the drying of slips and preparation of clay for the wheel.	[*a*] To throw and finish on the wheel, according to given sample, two or more vessels of the same shape and size such as a vase, cup or goblet, not exceeding 6″ in height and 5″ in diameter. [*b*] From a given mould to take a cast as required in standard A and to turn and finish the cast by hand. [*c*] To make moulds for porous cells, or other vessels which are required to be cast; to pour in slip, turn out the articles from the moulds, and finish them.	[*a*] To throw and finish on the wheel from given sample the bodies and lids of two or more vessels of the same shape and size such as a teapot or jug not exceeding 9″ in height. To turn out the handles and spouts from moulds and to fasten and finish them. [*b*] To take moulds of handles and spouts, flowerpots, balusters and other ornamental work. [*c*] To engrave neatly a moulding or simple pattern on an ornamental vase or plaque.	[*a*] To throw and finish on the wheel from a given sketch drawing two or more articles of the same shape and size such as a vase, finial or flowerpot of moderately difficult shape, not exceeding 15″ in height and 10″ in diameter. [*b*] To take moulds of ornamental terra-cotta work, to obtain casts from the[illegible] and to finish by[illegible] [*c*] To give recipes and to prepare s[illegible] glazes, and po[illegible] colours.

(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES—*cont.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
9. Pottery—*cont.*	[*d*] To prepare plaster of Paris from gypsum.	[*d*] To throw and finish on the wheel a small gaya or ornamental vase of any common native shape.	.....	[*d*] To decorate a vase with simple ornaments, engraved or stamped. To model simple embossed ornaments, handles, &c., and make moulds for them.
10(*a*). Weaving (on the native hand-loom).*	[*a*] To prepare hanks for winding. [*b*] To wind one thread on the bamboo spool. [*c*] To wind one thread on the small spool. [*d*] To run the warp on warp posts.	[*a*] To wind two or three threads on the bamboo spool. [*b*] To wind as above on the small spool. [*c*] To stand by a loom at work and mend broken warps. [*d*] To weave a cloth of any simple pattern 27″ wide.	[*a*] To dress and size the warp. [*b*] To heddle and reed two sections of the warp and to fix them. [*c*] To tie two sections of the healds. [*d*] To weave a cloth of any simple pattern, 27″ wide.	[*a*] To loom the warp and to arrange the treadles complete for weaving. [*b*] To adjust and tie the batten. [*c*] To correct and prevent faults in the cloth to be woven. [*d*] To weave 1½ yards of cloth of check, or diaper pattern, 27″ wide, with two colours in the weft.
10(*b*). Weaving (on the European hand-loom).	[*a*] To size the hanks for reeling. [*b*] To wind two or three threads on bobbin. [*c*] To wind one thread on the quill. [*d*] To fix bobbins on the bobbin frame and and wind warp on warping wheel.	[*a*] To separate a warp on loom with cross sticks and arrange in wooden reeds. [*b*] To thread the above warp through four harness and reed suitable for standard C. [*c*] To weave half a yard of cloth with two treadles and one shuttle on any loom.	To take up the work of Standard B, where test [*b*] finished, fix the treadles and weave a yard of cloth of any useful width with two shuttles and of two different colours in the weft.	[*a*] To fix a warp on the loom complete for weaving with four treadles a check of any useful pattern and of any convenient width. [*b*] To weave one yard of cloth, from the above warp with three shuttles and of three different colours in the weft.
11. Carpet-weaving.	To wind, yarn and weave a portion of a plain woollen pile carpet with any simple border pattern of good design.	To weave a portion of carpet with border, and any moderately difficult ground pattern of good design.	To weave from a given squared-out paper drawing a portion of carpet with a simple diaper pattern and border.	To design and square out on paper a simple diaper pattern border in four colours for a mat 6 feet × 3 feet; to set up and arrange, warp and weave and finish a portion of the design.
12. Tailoring ...	The use of the needle and thread. To hem, plain sew, and button hole.	To sew a pair of trousers which has been cut.	To sew completely a waistcoat which has been cut, including lining, collar, &c.	To cut out from patterns an ordinary sac coat, waistcoat, and a pair of trousers, and to sew the coat completely.
13. Embroidery.	To embroider neatly in silk in one colour on dungaree, any simple border of good design for a table-cover 3 feet × 3 feet.	To embroider neatly in gold thread and silk of three colours on cloth, any simple border of good design for a table-cover 3 feet × 3 feet.	To make a sketch on paper or a pattern on a piece of chintz, to adapt the design for a border for a table-cloth 3 feet × 3 feet and work it out in gold thread and silk of three colours.	To make a design for a punkah fringe, table-cloth, border for a native coat or other similar work, and embroider it in gold thread or silk, or both, on dungaree, silk, cloth, or velvet.

* In weaving on the native hand-loom, the European system of warping (by the warping-mill and spool frame) recommended. If that system is used, test (*d*) under standard A should be modified accordingly.

(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES—*continued.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
14. White embroidery (chickan work).*	[*a*] To embroider two simple patterns, about three-quarters of an inch wide, introducing over-sewn holes of moderate size and a simple scalloped edge worked in button hole stitch.	[*a*] To embroider three elaborate patterns, about one and-a-half inches wide, having fancy scalloped edges and small over-sewn holes, and introducing French knots and satin stitch leaves.	[*a*] To embroider three still more elaborate patterns, about one and-a-half inches wide, having fancy scalloped edges and worked with any, or all of the stitches in previous standards, and also introducing hem-stitch, and filled-in stitch work.	.....
	[*b*] To embroider in satin stich the letters of the English alphabet of simple formation.	[*b*] To embroider in satin stitch the letters of the English alphabet of more elaborate formation; also simple monograms.	[*b*] To embroider in satin stitch more elaborate monograms.	.....
15. Lace-making.	To work one or more flowers of a simple pattern, previously learnt by the pupil, the materials and appliances having been arranged beforehand.	To work a simple pattern previously learnt, showing the plait introduced, the net stitch, the weaving stitch and the beading which will have been learnt in the first standard. The materials and appliances should be arranged beforehand.	To commence a pattern without assistance, introducing the various stitches, including the plait already learnt. The pattern to be one previously learnt by the pupil.	To commence and work as many flowers as possible of a pattern not previously learnt. To show a thorough knowledge of the various sorts of stitches and also to judge the number of bobbins the pattern will require.
16. Braid-making (Lace Braid for Native Cloth).	To weave one foot of braid, one-eighth of an inch wide, the materials and appliances having been arranged and the braid begun beforehand.	To commence without assistance and to weave half a yard of braid, a quarter of an inch wide, the materials and appliances having been arranged beforehand.	To commence without assistance and to weave half a yard of braid, half an inch wide, the materials and appliances having been arranged beforehand.	To arrange materials and appliances, to commence without assistance, and to weave a quarter of a yard of braid, two inches wide.
17. Tape-making.	[*a*] To weave three yards of tape half to three-quarters of an inch wide, the appliances having been arranged beforehand.	[*a*] To arrange the warp for weaving as under.	[*a*] To weave broad tapes from one inch to three inches in width, peon's belt, cotton webbing and belting. Not less than three-quarters of a yard to be woven.	[*a*] To weave two feet of *kachayi, kummarbund* or sash.
	[*b*] To twist not less than six strands for warp. (This operation may be performed on a twister.)	[*b*] To commence without assistance and to weave three yards of one-inch tape, appliances having been arranged beforehand.	[*b*] To spool, warp, and loom for weaving as above, and to adjust the spring sticks, string harness, and treadles.	[*b*] To spool, warp, and loom for weaving as above, and to adjust the spring sticks, string harness and treadles.
	[*c*] To wind twisted thread on a large spool for warping.	[*c*] To wind spindles for the twister and to arrange for twisting.	[*c*] To tie healds for any given web specified in (*a*).	[*c*] To tie healds for any given web specified in (*a*).
		[*d*] To tie healds for one-inch tape.		
18. Hand-knitting.	To knit a child's sock, consisting of plain knitting with two inches ribbing at the top.	[*a*] To knit a man's sock and a woman's stocking, having the leg shaped, and consisting of plain knitting with ribbed top.	[*a*] To knit a man's sock and a woman's stocking, consisting entirely of ribbing, and having the leg shaped.	[*a*] To knit in fine material a man's sock and woman's stocking, plain or ribbed, and having the leg shaped.
		[*b*] To knit a baby's boot, showing at least two fancy stitches, such as purling and those required in the formation of holes and scallops.	[*b*] To knit any two fancy articles, such as comforters, shawls, table-mats, children's petticoats, antimacassars, &c.	[*b*] To knit a woman's open-worked stocking, having the leg shaped.
				[*c*] To knit a woman's and a child's mittens, and three patterns of fine lace.

* *Materials to be used.*—French embroidery, cotton and cambric, graduated in fineness according to the standard. The pattern to be previously stamped upon the cambric.

(III) COURSES OF INSTRUCTION AND STANDARDS OF EXAMINATION IN INDUSTRIAL AND ART SCHOOLS AND CLASSES—*cont.*

Subjects.	Standard A.	Standard B.	Standard C.	Standard D.
18. Hand-knitting —*cont.*	*Materials.*—Ordinary stocking wool, such as Scotch fingering or coarse knitting cotton. Four knitting needles of size suitable for the wool or cotton used.	*Materials.*—For [*a*] as in standard A; for [*b*] two or four steel or bone needles, and Berlin wool.	*Materials.*—For [*a*] as in standard A; for [*b*] Berlin wool, silk or cotton.	*Materials.*—For [*a*] fine wool, cotton or silk; for [*b*] the same as [*a*]; for [*c*] fine silk or thread.
19. Machine-knitting.	To set up work. To knit plain and herring-bone on a coarse cylinder; to heel and toe. The kind of work to be as on an infant's small boot.	Same as standard A; only a finer cylinder, and with finer wool, besides various fancy stitches. To make a pair of stockings of Saxony yarn.	To make shirts, jackets, jerseys, woollen drawers, &c., from patterns, and to finish them off, showing narrowing, knitting together, throwing off, &c.	To enlarge any pattern from a small scale, and to make any and all of the articles in the other standards.
20. Instrumental Music.	.....	*Theoretical.*—West's Theory of Music, the first five chapters, which include the exercises in tune; or similar portions of Troutbeck and Dale's Primer.	*Theoretical.*—West's Theory of Music, chapter VI, to page 18, which includes writing all the major and minor scales and placing all the flats and sharps as they occur, according to rule; or similar portions in Troutbeck and Dale's Primer.	*Theoretical.*—West's Theory of Music, pages 18 to 30, which includes how to determine in what key a piece of music is written and in what mode; or similar portions in Troutbeck and Dale's Primer.
		Practical.	*Practical.*	*Practical.*
		One of the following:—	One of the following:—	One of the following:—
		(1) *Clarionet.*—To play Kappey's Clarionet Tutor, exercises 1 to 24 inclusive.	(1) *Clarionet.*—To play Kappey's Clarionet Tutor, exercises 25 to 50 inclusive.	(1) *Clarionet.*—To play Kappey's Clarionet Tutor, exercises 51 to 71 inclusive.
		(2) *Cornet-a-Piston.*—To play Distin's Cornet Tutor, exercises 1 to 22 inclusive.	(2) *Cornet-a-Piston.*—To play Distin's Cornet Tutor, pages 6 to 9 inclusive.	(2) *Cornet-a-Piston.*—To play Distin's Cornet Tutor, pages 10 to 14 inclusive.
		(3) *Althorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, exercises 1 to 23 inclusive.	(3) *Althorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, pages 7 to 11 inclusive.	(3) *Althorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, pages 12 to 15 inclusive.
		(4) *Saxhorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, exercises 1 to 23 inclusive, omitting the exercises and studies containing passages above G, above the treble stave.	(4) *Saxhorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, pages 7 to 11 inclusive, omitting the exercises and studies containing passages above G, above the treble stave.	(4) *Saxhorn.*—To play Kappey's Althorn, Baritone and Saxhorn Tutor, pages 12 to 15 inclusive, omitting the exercises and studies containing passages above G, above the treble stave.
		(5) *Euphonium.*—To play Kappey's Euphonium Tutor, pages 6 to 11 inclusive. (6) *Bombardon in* E 6. ♭.—To play Kappey's Bombardon and Contra Bass Tutor, pages 7 to 10 inclusive.	(5) *Euphonium.*—To play Kappey's Euphonium Tutor, pages 12 to 17 inclusive. (6) *Bombardon in* E 6. ♭.—To play Kappey's Bombardon and Contra Bass Tutor, pages 11 to 13 inclusive.	(5) *Euphonium.*—To play Kappey's Euphonium Tutor, pages 18 to 24 inclusive. (6) *Bombardon in* E 6. ♭.—To play Kappey's Bombardon and Contra Bass Tutor, pages 14 to 18 inclusive.

(IV) COURSES OF INSTRUCTION AND STANDARDS OF EXAM

Infant.	In Primary Schools.		
	First Standard.	Second Standard.	Third and Fourth Standards.
[a] Extension motions; head, body and limb flexions, as in any approved book, with or without singing or instrumental music. Two practices in each exercise to be brought up.	[a] As in Infant Standard or class, but three practices in each exercise to be brought up.	[a] As in First Standard or class, but four practices in each exercise to be brought up.	All the exercises in physical drill without apparatus according to any approved book.
[b] Marching in double lines to singing or instrumental music.	[b] Improved marching in double lines to singing or instrumental music.	[b] Improved marching in single and double lines to singing or instrumental music.	* *Native Gymnastics.*—Two kinds of "buskies" of ten each. Ten dandals.

* In the Third and Fourth Standards of primary schools for Native pupils in rural tracts, Native gymnastics may be brought up instead of the other course.

INATION IN DRILL AND GYMNASTICS FOR BOYS' SCHOOLS.

In Secondary Schools.		
Junior Section.	Senior Section.	Advanced Section.
[a] Parallel bars:—As in any approved book.	[a] Parallel bars:—As in any approved book.	All the exercises prescribed for the Senior section, and in addition some advanced exercises on all the apparatus available.
[b] Horizontal bar:—As in any approved book.	[b] Horizontal bar:—As in any approved book.	
[c] Dumb bells:—As in any approved book.	[c] Vaulting horse:—As in any approved book.	
[d] Marching, turning, and forming fours.	[d] Rings:—As in any approved book.	
	[e] Dumb bells:—As in any approved book.	
	[f] Marching, turning and forming fours.	

(V) COURSES OF INSTRUCTION AND STANDARDS OF EXAM

Lower Primary Schools.			
Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
1. Drill and Calisthenics.*			
[a] Extension motions; head, limb and body flexions, as in any approved book, and with or without singing or instrumental music. Two practices in each exercise to be brought up.	[a] As in the Infant Standard or Class, but three practices in each exercise to be brought up.	[a] As in the First Standard or Class, but four practices in each exercise to be brought up.	[a] Preliminary exercises in forming, opening and closing ranks.
[b] Marching in double lines to singing or instrumental music.	[b] Improved marching in double lines to singing or instrumental music.	[b] Improved marching in single and double lines to singing or instrumental music.	[b] Calisthenic exercises without apparatus. Six practices to be brought up.
			[c] Slow and quick marching.
2. Kummi and Kolatum.*			
Kummi.—Two exercises with the various changes in each to be brought up.	*Kummi.*—As in the Infant Standard or Class, but three exercises with their various changes to be brought up.	*Kummi.*—As in the First Standard or Class, but four exercises with their various changes to be brought up.	[a] *Kummi.*—As in the Second Standard or Class.
			[b] *Kolatum.*—Two exercises with the various changes in each to be brought up.

* Nos. 1 and 2 are alternative. They are not to be brought up together.

INATION IN DRILL AND CALISTHENICS FOR GIRLS' SCHOOLS.

Upper Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
[a] Exercises in forming, opening and closing ranks.	[a] As in the Fourth Standard.	[a] As in the First Form.	As in the Second Form, but greater precision and accuracy of movement required.
[b] Calisthenic exercises without apparatus. Nine practices to be brought up.	[b] Improved marching of all kinds.	[b] As in the First Form.	
[c] Slow and quick marching.	[c] Dumb bells, bar bells and rings, or any alternative exercise, such as hoop-drill, ball-drill. Three exercises with six practices in each to be brought up.	[c] As in the First Form, but nine practices to be brought up.	
[d] Dumb bells. Six practices to be brought up.			
[a] *Kummi.*—As in the Third Standard or Class.	[a] *Kummi.*—As in the Fourth Standard or Class.	[a], [b] and [c] As in the Fifth Standard or Class, but greater precision and accuracy of movement required.	
[b] *Kolatum.*—Three exercises with their various changes to be brought up.	[b] *Kolatum.*—As in the Fourth Standard or Class.		
	[c] Plaiting Kolatum.		

CHAPTER VI.—RULES FOR RECOGNIZED TRAINING INSTITUTIONS UNDER PUBLIC MANAGEMENT.

1. The rules contained in this chapter shall apply to every training institution under the management of Government or of Local Boards, except in so far as the Director may from time to time exempt from their operation schools in backward districts or for backward classes, schools for the training of mistresses, and schools requiring special consideration.

Except as hereinafter provided, the rules in the previous chapters shall *mutatis mutandis* hold good in every training institution under public management.

Object.

2. The training institutions referred to in these rules are intended to afford theoretical instruction and practical training with a view to fit men and women for the profession of teaching.

Classification of Training Institutions.

3. Institutions for the training of teachers shall be classified as follows :—

First-grade training colleges.
Second-grade do.
Upper secondary training schools.
Lower do. do.
Primary training schools.

Control.

4. The responsibility for the management and discipline of Government training colleges or schools shall be vested in the heads of those institutions, under the control of the Director in the case of First and Second-grade training colleges, and of the Inspector or the Inspectress of the Circle in the case of training schools. The control of Primary training schools for masters may, with the sanction of the Director, be entrusted to the Assistant Inspector of the Division.

In the case of Board schools the responsibility shall be vested in the Headmaster or Headmistress under the control of the Board.

Staff.

5. (i) The staff of a training institution shall depend upon (1) its grade, (2) the number of departments it contains, and (3) the number of vernacular languages embraced in the curriculum.

(ii) The following shall be the minimum general education qualifications of the headmaster or headmistress of training institutions :—

Colleges and Upper Secondary Training Schools.

The diploma of a University.

Lower Secondary and Primary Training Schools.

In the case of a headmaster, a certificate of having passed the First Examination in Arts of the Madras University, if the school is lower secondary; and, a certificate of having passed the Matriculation Examination, or the Upper Secondary Examination, if the school is primary. In the case of a headmistress, a certificate of having passed the Matriculation Examination, or the Upper Secondary Examination, or the late Higher Examination for Women.

A teacher who does not possess the requisite certificate may be appointed headmaster or headmistress on the strength of a certificate accepted by the Director as equivalent.

(iii) The following shall be the minimum general education qualifications of the other members of the staff, excluding the teachers of drawing and gymnastics :—

First and Second-grade Training Colleges or departments.

The diploma of a University.

Upper Secondary Training Schools or departments.

The First Assistant shall hold a certificate of having passed the First Examination in Arts of the Madras University; and the other Assistants certificates of having passed the Matriculation Examination, or the Upper Secondary Examination, or the late Higher Examination for Women.

Lower Secondary and Primary Training Schools or departments.

The Assistants shall hold certificates of having passed the Matriculation Examination, or the Upper Secondary Examination, or the late Higher Examination for Women.

(iv) The professional qualifications of the Staff shall be as follows :—

Every member of the staff of a training institution, excluding the special teachers of drawing and of gymnastics, shall be trained and shall hold the diploma of Licentiate in Teaching, or a trained teachers' certificate of the second-grade collegiate or of the upper secondary grade. This rule shall not, however, apply to holders of non-Indian diplomas or certificates, whose qualifications will be considered on their merits.

The teacher of drawing shall ordinarily hold a technical teachers' certificate in Drawing. In colleges that of the Advanced grade; in upper secondary schools that of the Intermediate grade; in lower secondary and primary schools that of the Elementary grade.

The instructor in gymnastics shall hold a first-class certificate of ability to instruct a class in gymnastics and drill, granted by

the Physical Training and Field Games Association or by the Board of Examiners for Teachers' Certificates. The instructress in calisthenics shall hold a certificate of ability to teach calisthenics and drill, granted by an Inspectress of Girls' Schools or other recognized authority.

Apparatus and Appliances.

6. Every training institution shall be provided with the necessary furniture and gymnastic apparatus; and with the appliances, models, pictures, and specimens needed for giving instruction in object lessons and elementary science. It shall also be provided with a library containing, among other books, suitable works on the theory, history, and practice of education.

Standards of Training Institutions.

7. (i) A First-grade Training college is an institution in which graduates are trained and in which the standard of instruction is the examination for the degree of Licentiate in Teaching.

A Second-grade Training college is an institution in which persons who have passed the First Examination in Arts, or other corresponding test, are trained, and in which the standard of instruction is the examination for the second-grade collegiate teachers' certificate.

An Upper Secondary Training school is an institution in which persons who have passed the Matriculation Examination, the Upper Secondary Examination, the late Higher Examination for Women, or other corresponding test, are trained, and in which the standard of instruction is the examination for the upper secondary teachers' certificate.

A Lower Secondary Training school is an institution in which persons who have passed the Lower Secondary Examination, or other corresponding test, are trained, and in which the standard of instruction is the examination for the lower secondary teachers' certificate.

A Primary Training school is an institution in which persons who have passed the Primary Examination, or other corresponding test, are trained, and in which the standard of instruction is the examination for the primary teachers' certificate.

(ii) An institution of a higher grade may include some or all of the grades below it, in which case the several grades shall be designated 'departments,' and the institution as a whole shall, as in colleges and schools for general education, be designated according to the minimum general education standard required of teachers under training in the highest department.

(iii) Each training institution shall have a Practising school annexed to it. The Practising school annexed to a first-grade training college shall contain at least a complete secondary department; that annexed to a second-grade training college shall contain, in addition to the fifth and fourth forms, a complete lower secondary department; that annexed to an upper secondary training school shall contain complete lower secondary and primary departments; that

annexed to a lower secondary training school shall contain a complete primary department; and that annexed to a primary training school a complete lower primary department.

Curricula.

8. The course shall embrace the following:—

(1) In first-grade collegiate departments, the subjects prescribed by the University for the examination for the degree of Licentiate in Teaching. In all other institutions, the subjects prescribed in Chapter VIII for the written examination for teachers' certificates.

(2) Reading and Recitation.

(3) Black-board exercises in writing, arithmetic, map-drawing, the drawing of illustrations for class teaching, &c.

(4) Free-hand drawing.

(5) Model lessons and criticism lessons.

(6) Teaching in the Practising school. This shall embrace—

In the first-grade collegiate department—the subjects, compulsory and optional, included in the curriculum of secondary and primary schools; particular attention being paid to the acquisition of the requisite knowledge and skill in the treatment of the subjects taught in upper secondary forms.

In the second-grade collegiate department—the subjects, compulsory and optional, included in the curriculum of secondary and primary schools; particular attention being paid to the acquisition of the requisite knowledge and skill in the treatment of the subjects taught in the fifth and fourth forms.

In the upper secondary department—the subjects, compulsory and optional, included in the curriculum of lower secondary and primary schools; particular attention being paid to the acquisition of the requisite knowledge and skill in the treatment of the subjects taught in lower secondary forms.

In lower secondary department—the subjects, compulsory and optional, included in the curriculum of primary schools; particular attention being paid to the acquisition of the requisite knowledge and skill in the treatment of the subjects taught in the fourth and third classes of a primary school.

In primary schools or departments—the subjects, compulsory and optional, included in the curriculum of lower primary schools.

Period of Training.

9. The period of training shall ordinarily consist of two terms. But it shall be in the power of the Director in very special circumstances to shorten the period to one term in the case of graduates, and of teachers who have been engaged in the profession for at least five years. It shall also be in his power, subject to the provisions of

articles 10 and 16, to lengthen the period in order to enable a student of any grade to undergo a special or an extended course of training.

Except in very special circumstances, only a complete course of training, that is, a course of two terms, will be accepted as qualifying for a trained teacher's certificate.

Strength of departments.

14 10. Without the express sanction of the Director, the number under training at one time shall not exceed 30 in each department.

Admissions and Withdrawals.

16 11. Admissions shall take place ordinarily at the beginning of the first term of the year, and withdrawals shall take place ordinarily at the end of the second term. Withdrawals in the middle of a term shall be allowed under no circumstances except continued sickness. Without the express permission of the Director no student shall be admitted later than three weeks after the beginning of a term.

Qualifications for Admission.

18 12. Every candidate for admission shall submit with his application the following certificates :—

Certificate of Health.

(i) A certificate from a Civil Surgeon, or other medical authority accepted in the case of colleges by the Principal and in the case of schools by the Inspector, certifying that the candidate is physically fit to perform efficiently the duties of a teacher.

Certificate of Age.

(ii) A certificate from a competent authority to the effect that the candidate's age is not less than 14 and does not exceed 25 years ; or, in the case of a candidate who has been employed continuously as a teacher in a recognized school for not less than three years, that his age does not exceed 35 years. It shall be in the power of the Director in very special circumstances to admit a candidate whose age exceeds the above limits.

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Certificate of Conduct.

(iii) A certificate of conduct, signed by an Inspector, or an Assistant Inspector, or the President of a Local Board, or the Chairman of a Municipal Council, or the Manager or Principal or Headmaster of a recognized college or high school. In the case of candidates

for admission to primary and lower secondary training schools, a certificate signed by a Sub-Assistant Inspector shall be accepted. | new

Certificate of Education.

(iv) A certificate of general education qualifications. The minimum requirements shall be—

(1) For first-grade training colleges, a graduate's diploma of a University in the British Empire.

(2) For second-grade training colleges, a certificate of having passed the First Examination in Arts of the University of Madras, or a corresponding examination in a University in the British Empire.

(3) For upper secondary training schools, a certificate of having passed the Matriculation or the Upper Secondary Examination, or the late Higher Examination for Women.

(4) For lower secondary training schools, a certificate of having passed the Lower Secondary, or the late Middle School Examination.

(5) For primary training schools, a certificate of having passed the Primary Examination, or the late Special Upper Primary Examination, or of having passed the fifth or the sixth standard in the compulsory and in two optional subjects before a Primary Examination Board or before the Board of Examiners for Teachers' certificates.

A candidate, who does not possess the requisite educational certificate, may be admitted on the strength of a certificate accepted by the Director as equivalent. The Director may also sanction the admission of any teacher of a village school who may reasonably be expected to pass the Primary Examination within the year.

Selection of Candidates.

17 13. The selection of candidates for admission into training colleges shall be made by the Heads of the respective institutions. The selection of candidates for admission into training schools shall rest with the Inspector of the circle, to whom the subordinate Inspecting officers, the Presidents of Local Boards, the Chairmen of Municipal Councils, and the Managers of schools shall forward in the prescribed form (Appendix O) the names of eligible candidates, so as to reach those officers not less than one month before the date fixed for admission.

In the case of admission into Board training schools, the list of candidates recommended by the subordinate Inspecting officers shall be forwarded by the Inspector to the Presidents for final sanction.

Every care shall be taken to exclude those who wish to undergo training chiefly for the sake of the stipends and without a real intention of making teaching a profession. In the selection of candidates preference shall be given to those of the following classes in the order in which they are named :—

(1) Teachers employed in public schools.

(2) Persons to whom Local Boards or Municipal Councils have given provisional appointments in schools under their management.

(3) Village schoolmasters to whom teaching is a regular profession, and whose schools are about to come under departmental inspection.

(4) Persons specially selected by Managers, or Headmasters, or Headmistresses, under an agreement to return as teachers.

(5) Persons desirous of adopting the teacher's profession.

Fees.

14. The following fees shall be paid by students coming from outside the Madras Presidency for the complete course of two terms :—

	Rs.
First-grade collegiate department	80
Second-grade do.	60
Upper secondary department	40
Lower do. do.	30
Primary department	20

Total number of Provincial Stipendiaries.

15. The total number of students throughout the Presidency receiving stipends from Provincial funds shall, until further notice, be limited to 33 first-grade collegiate, 44 second-grade collegiate, 60 upper secondary, 390 lower secondary, and 730 primary.

Maximum Number of Stipendiaries in the several departments.

16. The maximum number of provincial stipendiaries admissible into the several departments of a training institution shall be as follows :—

	For masters.	For mistresses.
First-grade collegiate department ...	25	2
Second-grade do.	25	3
Upper secondary department	10	10
Lower do. do.	15	15
Primary department	25	15

In Board schools the number of stipendiaries in each department shall be determined by the Board.

Rates of Stipends.

17. The standard rate of provincial stipend per mensem in the several departments shall be as follows :—

	Per mensem. Rs.
First-grade collegiate department	15
Second-grade do.	12
Upper secondary department	10
Lower do. do.	6
Primary department	5

The following additions shall be made to the standard rates :—

(1) First-grade collegiate stipendiaries coming from the district of South Canara to the Teachers' College may be given an additional allowance not exceeding Rs. 5, and Second-grade collegiate stipendiaries from the same district an additional allowance not exceeding Rs. 3 a month. Masters of Arts who have taken their degree in Mathematics, or in Physical or Natural science, may also be given an additional allowance not exceeding Rs. 5.

(2) An additional allowance not exceeding Rs. 2 per mensem may be given (*a*) to Europeans, Eurasians, Muhammadans, and Panchamas; and (*b*) to Hindu female teachers who are being trained in the Presidency Training School for Mistresses.

(3) In primary training schools in the Agency tracts, and for teachers in the Agency tracts sent for training, an additional allowance not exceeding Rs. 5 may be given.

(4) A guardian allowance not exceeding Rs. 5 per mensem may be given to caste Hindu women and Muhammadan women who do not permanently reside in the town where the school, in which they are being trained, is situated.

The rates of stipends in Board schools shall be determined by the Board.

Changes permissible in the distribution of Stipends.

18. Should the stipends allotted to an institution or to a department of an institution not be fully utilised, the saving accruing may, with the sanction of the Director, be devoted to increasing the number of stipends in another institution or in another department of the same institution, provided that the provisions of articles 10 and 16 are observed and that the total allotment for provincial stipends is not exceeded. If provincial stipends are available, they may be awarded to teachers in girls' schools who may be sent for training to a recognized Board or aided institution.

Selection of Stipendiaries.

19. In allotting stipends, preference (other things being equal) shall be given to the candidate standing highest in the order of merit in the corresponding general education examination, subject to the condition that all the great classes of the population shall, as far as practicable, be fairly represented in the allotment. After making the final selection, the Principal in the case of colleges, and the Inspector in the case of schools, shall submit the list of candidates to the Director or to the Board for sanction of stipends. If the sanction of the Director or of the Board is not received by the date fixed for admission, the students may be allowed to join in anticipation of such sanction.

Non-stipendiary Students.

20. Subject to the provisions of article 10 the controlling authority may admit without stipends—

(1) Students receiving stipends from funds other than those by which the school is maintained, whether these funds are supplemented by aid under the Grant-in-Aid Code or not;

(2) Teachers who are on the staff of public schools, and who receive from their employers full pay or part pay during training;

(3) Private students who receive neither pay nor stipend from any source, but who are eligible for stipends as vacancies occur;

(4) Students sent for training from outside the Madras Presidency.

Probation.

21. Every student shall be considered to be on probation for two months; and if it shall appear to the Head of the institution that any student is not likely to prove an efficient teacher, such student shall, with the sanction of the controlling authority, be required to leave the institution. During probation a stipendiary student shall be entitled to draw the full amount of his stipend, and if rejected at the end of the period of probation, he shall not be required to refund the amount drawn, provided that his rejection was not due to moral delinquency.

Salaries of Teachers and others while under Training.

22. With the express sanction of the Director, or the President, or the Chairman, as the case may be, a stipendiary who is in Provincial, or Local, or Municipal employment may draw a portion not exceeding one-half of the pay of his substantive appointment in addition to his stipend.

Travelling Allowances.

23. Teachers employed in Government, Local, or Municipal schools who are selected for training, shall be entitled (subject in the case of the two last classes to the sanction of the Board or Municipal Council concerned) to draw travelling allowances from Provincial, Local, or Municipal funds respectively for a single journey on joining and on leaving the training institution at the rates fixed for third-class officers in the Civil Service Regulations. Other students shall not be allowed travelling expenses from public funds.

Time-tables.

24. A time-table, showing the distribution of subjects in the different departments of the institution during each hour or other period of the day, the subjects each teacher will be engaged in teaching, and the time set apart for the work of supervision, shall be kept, and shall be submitted for the approval of the Director in the case of colleges and of the Inspector in the case of schools.

The time-table of the Practising school shall indicate the classes to be taught and the work to be done by students in the Practising school.

Leave and Dismissal.

25. (i) The Head of an institution may give a student casual leave amounting to not more than five days at a time and to not more than ten days in the year. In cases of real necessity he may also, with the sanction of the controlling authority, give additional leave, but it shall be leave without stipend. A student will forfeit one day's casual leave for every four times that he is marked late.

(ii) A student shall forfeit all stipend during any period, however short, of absence without leave, and shall be dismissed if he is absent without leave for three whole consecutive working days, or for periods aggregating five whole days in any one month.

(iii) The controlling authority may grant leave without loss of stipend, for a period not exceeding one month, to a student who is absent in consequence of severe sickness certified to by a competent medical authority, or, where this is not available, by the Head of the institution. If the leave exceeds one month, no stipend shall be granted for the excess period.

(iv) A student may be dismissed by the controlling authority for continued idleness or serious misconduct; and, if so dismissed, he may be declared by the Director ineligible for employment in the Educational Department, or in an aided or recognized institution. If he is a stipendiary student he shall also be required to refund the whole amount drawn by him from Provincial, Local, or Municipal funds.

Examinations.

26. First-grade collegiate students shall be required to appear at the earliest opportunity for the examination for the degree of Licentiate in Teaching of the Madras University. All other students shall be required to appear at the earliest opportunity for the examinations for teachers' certificates in accordance with the rules laid down in Chapter VIII.

Agreement to be entered into by Students.

27. (i) Every student shall, before enrolment, enter into an agreement, to be executed on stamped paper in such form as may from time to time be prescribed (Appendix P), binding himself (1) to remain in the institution during the period prescribed and during that time to abide by such rules as may be laid down for regulating his attendance and conduct; (2) to abstain whilst under training from engaging in any other avocation; (3) to abstain from attending any other institution, except with the permission of the Head of the training college or school; (4) to appear for such examinations as may be prescribed by the controlling authority; (5) to serve as a teacher in a recognized institution within the jurisdiction of the Madras Educational Department (or in the case of Board stipendiaries within the jurisdiction of the Board concerned) for at least three years in the case of a male student and two years in the case of a female student immediately after the period

of training is over, or as soon as a suitable appointment offers itself;
(6) to furnish the Head of the institution every six months during the three or two years referred to above with information regarding residence, appointment held, salary, and any other particulars which may be needed to enable the Head of the institution to keep a history of the students trained in it.

30 (ii) If, from any cause other than continued ill-health certified to by a recognized medical authority, a student fails to fulfil the conditions of the agreement, he may be declared by the Director to be ineligible, absolutely or for a specified period, for employment in the Educational Department, or for receiving a grant from public funds in an aided school. If a stipendiary student, he shall also be required to refund the whole amount drawn by him from Provincial, Local, or Municipal funds on account of stipend and travelling allowance, together with the cost of his training at the rate laid down in article 14. If a non-stipendiary student, he shall merely be required to defray the cost of his training at the rate fixed in article 14.

Registers.

12 28. In addition to the registers named in Chapters II and III, the following shall be kept:—

(1) A register giving the history of students in the form and in the manner from time to time prescribed by the Director (Appendix Q).

(2) A register showing the periods spent by each student in the Practising school and the classes and the subjects taught during such periods (Appendix R).

(3) A register showing the criticism lessons given, with the dates, the subjects, the names of those by whom they were given, and the general results of the lessons (Appendix S).

new (4) A register showing the model lessons given, with the dates, the subjects, and the names of those by whom they were given (Appendix T).

Special Courses of Training.

32 29. For the purpose of giving students an opportunity of acquiring professional knowledge of, and skill in, teaching special or technical subjects, they may be permitted to attend the College of Engineering, or the College of Agriculture, or the School of Arts, or such other institution as the Director may approve of.

33(1) During a student's attendance at another institution, he shall keep a diary showing the nature of the work in which he is engaged and the time devoted to it. This diary shall be submitted for signature once a week to the Head of the college or school in which he is working, and once in two months to the Head of the training institution for countersignature.

33(2) At the expiration of every three months, the Head of the institution in which the student is working shall furnish the Head of the training college or school with a brief report on the conduct and progress of the student.

Associates of the Teachers' College.

42 30. Licentiates in Teaching who have been trained in the Teachers' College, beginning with those who entered the college in January 1886, and who, after training, have served with credit for at least ten years as teachers in recognized colleges or schools, may, on the recommendation of the Director, in communication with the Principal, be granted by Government the honorary title of 'Associate of the Teachers' College'; provided that the number of such Associates shall not at any time exceed fifty.

CHAPTER VII.—RULES FOR RECOGNIZED TRAINING INSTITUTIONS UNDER PRIVATE MANAGEMENT.

1. The rules contained in this chapter shall apply to every recognized training school under private management, except in so far as the Director may from time to time exempt from their operation schools in backward localities or for backward classes, schools for the training of mistresses, and schools requiring special consideration.

Except as hereinafter provided, the rules in the previous chapters, especially those in Chapter VI, shall hold good in every recognized training school under private management.

Control.

2. The responsibility for the management and discipline of a training institution under private management shall be vested in the manager recognized by the Department.

Staff.

3. Article 5 of Chapter VI shall, as far as practicable, be made applicable to training institutions under private management.

Admission and Withdrawal.

4. The dates of admission may be fixed by the manager with special reference to the circumstances of the institution; but admissions and withdrawals of students receiving stipendiary grants from Provincial funds shall not be allowed in the middle of a term without the express sanction of the Director.

Qualifications for Admission.

5. Care shall be taken that the candidates admitted possess the necessary physical and moral qualifications. The certificates of education shall be the same as laid down in article 12 (iv) of Chapter VI.

Selection of Candidates.

6. The selection of candidates for admission shall be left to the discretion of the manager.

Stipends.

7. The number, the distribution, and the rate of stipend in each grade, as well as the selection of the stipendiaries, shall be left to the

discretion of the manager; but the rates of stipendiary grants from Provincial funds shall be determined in accordance with the provisions of the Grant-in-Aid Code.

Leave and Dismissal.

8. Article 25 of Chapter VI, relating to leave and dismissal, shall apply strictly to students receiving stipendiary grants from Provincial funds.

Examinations.

9. The regulations regarding examinations, laid down in article 26 of Chapter VI, shall be strictly applicable to all students receiving stipendiary grants from Provincial funds.

Agreement to be entered into by Students.

10. The agreement referred to in Chapter VI, article 27, shall be executed by every student receiving a stipendiary grant from Provincial funds. The locality or school in which the student is to serve as a teacher after training shall be determined by the manager.

In training schools attached to mission institutions for the training of Native Christian catechists and in which there is a theological course as well as a pedagogical, the former course immediately succeeding the latter, the manager shall be at liberty to postpone fulfilment by students receiving stipendiary grants from Provincial funds of the condition of serving for three years until after they have completed the theological course.

CHAPTER VIII.—EXAMINATIONS FOR TEACHERS' CERTIFICATES, GENERAL AND TECHNICAL.

Kinds of Certificates.

1. Certificates shall be of two kinds :—(1) Certificates of ability to teach the subjects that ordinarily enter into the curricula of schools for general instruction, and (2) certificates of ability to teach any of the subjects included in the Government Technical Examination scheme.

A certificate of the former kind shall be designated 'General Teachers' certificate' or briefly 'Teachers' certificate,' one of the latter kind 'Technical Teachers' certificate.'

Grades of Certificates.

2. Teachers' certificates shall be of five grades, namely :—(1) Licentiate in Teaching; (2) Second-grade collegiate ; (3) Upper secondary ; (4) Lower secondary ; (5) Primary.

Technical Teachers' certificates shall be of three grades, namely :—(1) Advanced ; (2) Intermediate ; (3) Elementary.

Examiners.

3. The examination for the degree of Licentiate in Teaching is conducted by the University. Candidates for certificates of all other grades, whether in general or in technical subjects, shall be examined by a Board, to be designated the Board of Examiners for Teachers' Certificates. The Board shall be appointed by Government on the recommendation of the Director for a period of three years, and shall consist of a President and not less than twelve members, one of whom shall be Secretary. The Director may appoint additional examiners to assist the Board in conducting the examinations in the vernacular languages, the practical tests in the mofussil, the examinations in drill and gymnastics or calisthenics and the examinations for Technical Teachers' certificates.

I. TEACHERS' CERTIFICATES.

Examination, Written and Practical.

4. The examination for certificates of ability to teach the general subjects of instruction shall consist of two parts—(1) a written examination and (2) a practical test.

Qualifications for Admission.

5. The minimum general education qualifications for admission to examinations for teachers' certificates shall be as follows :—

For the Licentiate in Teaching, those laid down in the by-laws and regulations of the Madras University.

For the second-grade collegiate teachers' certificate, a certificate of having passed the First Examination in Arts of the Madras University.

For the upper secondary teachers' certificate, a certificate of having passed the Matriculation or the Upper Secondary Examination, or the late Higher Examination for Women.

For the lower secondary teachers' certificate, a certificate of having passed the Lower Secondary Examination or the late Middle School Examination.

For the primary teachers' certificate, a certificate of having passed the Primary Examination or the late Special Upper Primary Examination.

A candidate who does not possess the requisite certificate may be admitted on the strength of a certificate accepted by the Director as equivalent.

Classification of Candidates.

6. Candidates shall be classified as *trained* and *untrained;* the former embracing those who have gone through the prescribed course at a recognized training institution, and the latter embracing those who have not been trained, but who have served as teachers in recognized schools for a period of not less than two years.

Date of Written Examination.

7. The written examination shall be held twice a year, commencing on the 29th day of April and the 8th day of December unless either of those days falls on a Sunday, in which case the examination shall be held on the Monday following. The examination shall be held at such centres as the Director may from time to time appoint.

Application for admission to Written Examination.

8. Candidates must send their applications in the prescribed form (Appendix U) to the Secretary to the Board of Examiners so as to reach that officer not later than the 1st March and 1st October as the case may be.

Subjects of Written Examination.

9. The written examination shall embrace the following subjects :—

(i) For Second-grade collegiate teachers' certificates—

ORGANIZATION.

(*a*) Systems of organization.
(*b*) Site, plan and dimensions of school buildings.
(*c*) Sanitary requirements.
(*d*) Fittings and furniture.
(*e*) Apparatus.
(*f*) Libraries—reference and lending.

(*g*) Qualifications of teachers.
(*h*) Teaching staff.
(*i*) Distribution of work among the teachers.
(*j*) Time-tables.
(*k*) Registers and returns.
(*l*) Correspondence.

DISCIPLINE AND MORAL TRAINING.

(*a*) Elements of discipline.
(*b*) Aims of discipline.
(*c*) Means of securing discipline.
(*d*) Rewards and punishments.
(*e*) Cultivation of good habits.
(*f*) Formation of character.

TEACHING.

(*a*) Preparation of lessons both by the teacher and the pupils.
(*b*) Questioning.
(*c*) Illustrations.
(*d*) Use of the vernacular languages in teaching English and other subjects.
(*e*) Use of apparatus.
(*f*) Home exercises.
(*g*) Examinations.
(*h*) Methods of teaching the various subjects included in the curricula of secondary and primary schools, with or without text-books.
(*i*) Physical exercises.

(ii) For upper secondary teachers' certificates.

ORGANIZATION.

(*a*) Site, plan and dimensions of school-buildings.
(*b*) Sanitary requirements.
(*c*) Fittings and furniture.
(*d*) Apparatus.
(*e*) Libraries—reference and lending.
(*f*) Qualifications of teachers.
(*g*) Teaching staff.
(*h*) Distribution of work among the teachers.
(*i*) Time-tables.
(*j*) Registers and returns.
(*k*) Correspondence.

DISCIPLINE AND MORAL TRAINING.

(*a*) Elements of discipline.
(*b*) Aims of discipline.
(*c*) Means of securing discipline.
(*d*) Rewards and punishments.
(*e*) Cultivation of good habits.
(*f*) Formation of character.

TEACHING.

(*a*) Preparation of lessons both by the teacher and the pupils.
(*b*) Questioning.

(*c*) Illustrations.
(*d*) Use of the vernacular languages in teaching English and other subjects.
(*e*) Use of apparatus.
(*f*) Home exercises.
(*g*) Examinations.
(*h*) Methods of teaching the various subjects included in the curricula of lower secondary and primary schools, with or without text-books.
(*i*) Physical exercises.

(iii) For lower secondary teachers' certificates—

ORGANIZATION.

(*a*) Site, plan and dimensions of school-buildings.
(*b*) Sanitary requirements.
(*c*) Fittings and furniture.
(*d*) Apparatus.
(*e*) Libraries—reference and lending.
(*f*) Qualifications of teachers.
(*g*) Teaching staff.
(*h*) Distribution of work among the teachers.
(*i*) Time-tables.
(*j*) Registers and returns.

DISCIPLINE.

(*a*) Elements of discipline.
(*b*) Aims of discipline.
(*c*) Means of securing discipline.
(*d*) Rewards and punishments.

TEACHING.

(*a*) Preparation of lessons both by the teacher and the pupils.
(*b*) Questioning.
(*c*) Illustrations.
(*d*) Use of the vernacular languages in teaching English and other subjects.
(*e*) Use of apparatus.
(*f*) Methods of teaching the various subjects included in the curricula of primary schools, with or without text-books.
(*g*) Physical exercises.

(iv) For primary teachers' certificates—

ORGANIZATION.

(*a*) The form and size of primary school-buildings.
(*b*) Furniture and apparatus.
(*c*) Registers and returns.

DISCIPLINE.

(*a*) How to maintain good discipline and secure order.

TEACHING.

(*a*) Notes of lessons.
(*b*) Methods of teaching the subjects prescribed for the several classes of a lower primary school.
(*c*) Physical exercises.

The examination for the second-grade collegiate certificate shall have reference to secondary and primary schools, that for the upper secondary certificate to lower secondary and primary schools, that for the lower secondary certificate to primary schools, and that for the primary certificate to lower primary schools.

Number and Subjects of Question Papers.

10. For the Second-grade collegiate and the upper secondary grade the written examination shall comprise three papers embracing respectively the following subjects :—(1) Organization ; (2) Discipline and moral training ; (3) Teaching.

For the lower secondary and primary grades, it shall comprise two papers, the first of which shall embrace Organization and Discipline ; and the second Teaching.

11. The same question papers shall be given out to trained and to untrained candidates of the same grade.

Order of time and subjects of Written Examination.

12. The written examination shall be conducted in the order of time and subjects set forth in the following tables and the number of marks assignable to each subject shall be as therein specified :—

Days.	Hours.	Subjects.	Marks.
Second-grade collegiate and upper secondary grades.			
First day ...	10–1	Organization	120
	2–3·30	Discipline and moral training ...	60
Second day ...	10–1	Teaching	120
		Total ...	300
Lower secondary grade.			
First day ...	10–12	Organization and discipline	120
Second day ...	10–1	Teaching	180
		Total ...	300
Primary grade.			
First day ...	10–11·30	Organization and discipline	120
Second day ...	10–11·30	Teaching	180
		Total ...	300

Qualifications for passing Written Examination.

12. Trained candidates shall be considered to have passed the written examination, if they obtain not less than 40 per cent. of the maximum marks in each paper, and untrained candidates, if they obtain not less than 35 per cent. in each paper.

Publication of results of Written Examination.

13. Within one month from the termination of the written examination, the examiners shall forward the results to the Secretary, who, after tabulating them, shall submit them to the Director. The successful candidates shall be arranged by grades and in two lists, one list containing the names of trained and the other of untrained candidates.

The lists shall be published by the Director in the *Fort St. George Gazette*.

Practical Test by whom conducted.

14. The practical tests for certificates when conducted at Madras and Saidapet shall take place in the presence of not fewer than two members of the Board. In the mofussil, if two members of the Board are not available, the test may be conducted by one member of the Board, assisted by one or more additional examiners approved by the Director.

Place and date for Practical Test.

15. The practical test shall be held as soon as convenient after the publication of the results of the written examination. The Secretary shall notify in the official gazettes or communicate to those concerned the dates and places at which the practical test is to be held.

Qualification for admission to Practical Test.

16. No candidate shall be admitted to the practical test until he has passed the written examination.

Application for admission to Practical Test.

17. Applications in the prescribed form (Appendix V) for admission to the practical test must ordinarily reach the Secretary not later than one month after the publication of the results of the written examination. In the case of candidates to be examined in the mofussil, the Secretary shall immediately forward to the local members of the Board, a list of candidates to be examined at the several centres.

Nature of Practical Test.

18. In the practical test each candidate shall be required to give at least one lesson of not less than 15 and not more than 30 minutes' duration. He shall also be tested in reading and in exercises on the

black-board, including the drawing from memory or the copying and enlarging of a map or part of a map on the black-board. The Board may also require the candidate to show his ability to conduct a class in drill and gymnastics or calisthenics, or in any other subject included in the curriculum.

Selection of subjects of Lesson.

19. Two days before the candidate is required to give his lesson or lessons, he shall be furnished by the Secretary or by one of the local members of the Board, with two subjects, either of which he may select for his lesson. When a candidate is required to give two lessons he shall be allowed an option among four subjects.

Qualification for passing Practical Test.

20. In the practical test 300 marks shall be allotted to teaching a class, 60 to reading and 100 to black-board exercises. To pass this test trained candidates will be required to obtain 40 per cent. under each of the above heads and untrained candidates 35 per cent.

Publication of Results of Practical Test.

21. The successful candidates shall be arranged by grades and in two lists, one list containing the names of trained and the other of untrained candidates.

The lists shall, as they are received from the Board, be scrutinized by the Secretary and submitted to the Director, by whom they shall be published in the *Fort St. George Gazette*.

Minimum marks to qualify for Certificates.

22. (i) Trained and untrained teachers' certificates of the second-grade collegiate and the upper and lower secondary grades shall each be of two classes.

For a trained teachers' certificate of the first class, a candidate must obtain not less than 60 per cent. of the total number of marks assigned to the written and practical tests.

For a trained teachers' certificate of the second class, he must obtain the minimum number of marks required to pass the written and practical tests.

For an untrained teachers' certificate of the first class, a candidate must obtain not less than 50 per cent. of the total number of marks assigned to the written and practical tests.

For an untrained teachers' certificate of the second class, he must obtain the minimum number of marks required to pass the written and practical tests.

(ii) Trained and untrained teachers' certificates of the primary grade shall also be each of two classes. The percentages of marks required to qualify for certificates shall be the same as for second-class certificates of the other grades.

Candidates who secure the required minima and who have passed the late Special Upper Primary Examination, or the Fifth or Sixth Standard in the compulsory and in two optional subjects before a

Primary Examination Board or the Board of Examiners for Teachers' Certificates, shall receive certificates of the first class.

Candidates who secure the required minima and who have passed only the Primary Examination shall receive certificates of the second class; but, should they afterwards pass the Fifth or Sixth Standard in the compulsory and in two optional subjects before a Board, their certificates shall be raised to the first class.

Fees.

23. The fees required to be paid by candidates for the complete test for a teachers' certificate shall be the following:—

	RS.	A.
Second-grade collegiate	10	0
Upper secondary grade	6	0
Lower secondary grade	4	0
Primary grade	2	8

A candidate who fails in the written examination may be admitted to subsequent examinations on payment of the same fee on each occasion. A candidate who fails in the practical test may subsequently be admitted to the same test on payment of a fee of half the above rates.

II. TECHNICAL TEACHERS' CERTIFICATES.

Qualifications for Admission to Test for Technical Certificates.

24. No candidate shall be admitted to the test for a technical teachers' certificate of ability to teach a special subject unless he has passed the Advanced, or the Intermediate, or the Elementary Technical Examination, as the case may be, in the subject in which he desires to be tested, or an examination accepted by the Director as equivalent.

Nature of Practical Test for Technical Certificates.

25. Candidates for technical teachers' certificates shall be required to show their ability in teaching a class in each of the special subjects in which they wish to obtain a certificate.

Ordinarily a candidate for an Advanced technical teachers' certificate shall be required to teach a class preparing for the Intermediate examination in that subject; a candidate for an Intermediate technical teachers' certificate shall be required to teach a class preparing for the Elementary examination; and a candidate for an Elementary technical teachers' certificate shall be required to teach a class preparing for the art or industrial standards laid down in Chapter V (III).

Classification of Successful Candidates.

26. For the practical test there shall be allotted 200 marks, which shall be distributed by the Board of Examiners among the several sub-heads according to their relative importance. Candidates obtaining 50 per cent. of the aggregate number of marks shall be placed in the first class, and those obtaining 40 per cent. in the second class.

Fees.

30 27. The fees required to be paid by candidates for the practical test for a technical teachers' certificate in each subject shall be the following :—

	RS.
Advanced grade	6
Intermediate grade	4
Elementary grade	2

A candidate who fails to pass may be admitted to subsequent tests on payment of the same fee on each occasion.

Certificates approved by Government.

31 28. The following is the scheme of certificates recognized by Government :—

TEACHERS' CERTIFICATES.

I. GENERAL TEACHERS' CERTIFICATES (BRIEFLY TEACHERS' CERTIFICATES).

1. *Trained Teachers' Certificates.*

(1) Licentiate in Teaching	First class. / Second class.
(2) Second-grade collegiate	First class. / Second class.
(3) Upper secondary	First class. / Second class.
(4) Lower secondary	First class. / Second class.
(5) Primary	First class. / Second class.

2. *Untrained Teachers' Certificates.*

(1) Licentiate in Teaching	First class. / Second class.
(2) Second-grade collegiate	First class. / Second class.
(3) Upper secondary	First class. / Second class.
(4) Lower secondary	First class. / Second class.
(5) Primary	First class. / Second class.

II. TECHNICAL TEACHERS' CERTIFICATES.

(1) Advanced	First class. / Second class.
(2) Intermediate	First class. / Second class.
(3) Elementary	First class. / Second class.

[G. / 25]
1,000—5-11-95

DEPARTMENT

C. No. 134 of 95

FOR ORDERS.

I agree with the Hon'ble Sirs
all through, except in regard to a
few matters noted. I have noted
on pp. 9 & 10 - Perhaps he will be
so good as to look at these points
again -

JH
27/5/96

Hon'ble Sirs agree —

I have worked at these
points again & would turn as

JG
27/5/96

With the foregoing letter t
D.P.I submits copy of the Madr
Educational Rules as revised
him with the aid of a confere
Consisting of eight Inspecting Of
and seven non-official gentlem
representing aided education
the D.P.I's letter, which has b
printed, the course which w
pursued in the revision of the ru
and the more important alter
which have been made in thi
are described. Consequently
following note such po
seem to require notice
orders of Govt are i

In order to facilita
opposite each article in th
rules has been noted in red
the number of the correspondi

article in the existing rules.

2. The following is a brief account of the origin of the Educational rules :—

In G.O. no. 729 Ed dated the 20th nov. 1889, a committee was appointed with Dr Duncan as President to revise the standing orders of the Ed. dept. which had been issued from time to time by the D.P.I. for its guidance. The Committee submitted report in October 1890 and recommended that the rules which it had drawn up should be known by the name of the "Madras Educational Rules". The title was accordingly adopted and the rules, comprising the first five sections of the existing rules, were approved in G.O. no [illegible] dated 2nd Feb. 1891.

[illegible] rules comprising sections III were subsequently by the D.P.I. and received tion of Govt. in G.O. no [illegible] dated 18th [illegible]

Chapter I

The word 'chapter' has been sub-

FOR ORDERS.

H. E. THE GOVERNOR.

THE HON'BLE MR. H. W. BLISS, C.I.E.

THE HON'BLE MR. J. GROSE.

substituted for the word 'section'; this has received the approval of Govt. in G.O. no 644 Ed dated 24th October 1895. vide the D.P.I's letter chapter I, article 7.

Art I. The definitions of Public and Private institutions and their classification are given in paras 4 & 5 of the report of the Committee appointed by the Govt of India for the revision of the annual statistical returns of education printed in G.O. no 769 Ed. dated 20th nov. 1883. vide also ~~G.O. no~~ General Table no 3 in G.O. no 472 Ed dated 7th August 1889.

In the description of Public institutions, the words 'by the University' and 'or by the Commissioner for Govt Examinations' have been newly introduced. The first supply an inadvertent omission and the second give the name of the particular officer who conducts the Examinations of the Educational Dept in the Madras Presidency.

Articles 6 & 8 are new.

Art 10. The standard of instruction in the College of Agriculture is the Examination for the Diploma in

The addition of "by the University" is warranted by the D.P.I. despatch see para 4 of the Enclo. to the G.O.I. Resolution letter in Edn. 20/11/83 no. 769 Ed. ; and of "by the Commr. of Govt Examns" is right as these exams form part of the recognized regular scheme of public instruction.

Art 6. merely enumerates Report-Colls & the classes in them. Art 8 does the same for Special Schools. (But the Engineering school class list may require revision with reference to recent orders about the separation of its College & School. Must be rechecked.)

in Agriculture granted under the Technical Examinations Scheme instruction in all the subjects of the Govt. Technical Examinations is not given in the College. The following words may therefore be added at the end of the clause relating to the College of Agriculture:-

"for the Diploma in Agriculture."

Chapter II.

Art 1. May the substitution of the word "Director" for the word "Govt" in this article be sanctioned? Submitted that it may. Govt. almost invariably follows the Director's advice in such matters.

The concession allowed to Lower Primary Schools in small villages and to Primary Schools for backward classes or situated in backward localities in note † to this article may be approved? It seems to be necessary and is similar to the one granted to all Lower Primary Schools and indigenous Schools in 1891, when the rules were first promulgated. The concession was extended to 1st April 1895 in G.O. no 111 Ed- dated 9th Feb-95. The Director shows that

Art 2 (1). This article is almost new; but it mainly reproduces part of art 3 of Ch II of the Grant in aid code for 1894-95 which has been omitted in the Grant-in-aid Code for 1896-97. vide the D.P.I's letter in G.O. no 644 Ed. dated 24th Oct. 95

The concession allowed to unpassed teachers in the second part of this article is a general one and under it an unpassed man may become a teacher of an Upper Secondary form. [This seems inexpedient. Submitted that the concession may be restricted to teachers of primary classes.]

Art 3 (1). This article makes a distinction between a trained and an untrained L. T. which is not recognised by the University. An experienced teacher appears for the L. T. degree examination without the intervention of a Training College; he passes the examination with distinction and comes out first in the list of successful candidates. He is no doubt superior in many respects to the last candidate in the pass list who has been trained in Training College; but he is under the present article inferior to the Training College Student

Strictly the characteristic of a college is that its students are matriculated members of the University - see Regn in para 5 of the Syndics to the S. of S. Resolution of 1863 above quoted

In the Coll. of Agriculture a pass by the Upper Secondary is sufficient: but apparently there are practically no such students vide para 75 G.O. no 1176/94 dated 30 Ed. Sottiway Stand.

I would keep "Government"

I think the power of exempting special tracts of country &c be reserved to Govt. The exemption of special classes of schools may be left to the Director's advice in such matters.

In rule 1 I would say "exempt from all or any of the rules" &c. The same degree of exemption is not required in all cases.

The so called small villages are villages of 4000 inhabts! This I think is too sweeping. In the particular case of teachers certificates, there is I think more laxity than necessary. We have to consider not only the teachers but the taught, whose whole future career may depend on the chance of being under an efficient teacher or qualified master. I have never found much difficulty in getting trained teachers by reducing or refusing grants to unpassed men. I would therefore be disposed to exempt the staff under "general educal qualifications" less readily than under other heads of recognition in so called backward localities. I would be disposed to restrict altogether "villages of less than 4000 inhbts."

There is a very general opinion among experts that the strict conditions of recognition have been pushed rather too far.

Yes: but the list of backward districts is very wide Eg. villages to the N. of the line in Tanjore & portions of the Tanjore taluq to the S. of it!

The Director enjoys the general confidence of the Govt. and his views are generally accepted. I would not therefore interfere with the discretion now given to him.

As to the concession to unpassed teachers of approved service, whose approval is required? I suppose this will depend on the Asst. Inspectors' vouchers. It will give rise to a good deal of chicanery, I fear. But as I have indicated above I doubt if it is right in the interests of the taught & their parents to continue the privilege of teaching to unpassed men. Of course there will be individual hardship: but the public interest is the first consideration. Apparently Mr Grigg refused to recognize them; and surely it is not necessary with the further progress that has been made to take a backward step. In "backward localities" the exemption from the rule is allowed so that hardship need not arise there: tho even there I would not always except it: it is for this reason I have proposed the amendt of rule 1 above, & the retaining the power in the hands of Govt

Please see the D.P.I's remarks. The U.S. confesses that he knows so little of the subject that the D.P.I's arguments seem to him sound. (See above)

It is impossible in the case of many schools to get passed teachers, & I found in Malabar that there were many unpassed teachers who were found by actual experience very good. It would be very hard on them to turn them adrift. The "approval" will of course rest with the Director. I am inclined think the restriction recommended in this note is right. The Director should be asked about this

I do not follow the objn. A man may cram the theory of teaching & pass the exam^n. & yet, apparently, be useless as a teacher without experience. The D.P.I's differentiation appears to be sound. The D.P.I's distinction may be retained. Training is of vast importance

As to the concession to unqualified Headmasters, see note above as to the general objection. I think it is going far enough to qualify allowed the qualification an "untrained teachers certificate with not less than 4 years approved service"

Student. It may be noted that both these persons passed at the same examination and the capabilities of both were tested by the same examiners and that the article reverses their judgement. For these reasons it seems inexpedient to make any distinctions between trained and untrained L. T's.]

The second part of this article may be approved.

as above I think it should be retained

Art 3 (ii). This is probably wanted as a Technical Teacher's certificate is not obtainable in respect of every special subject. vide paras 5 & 6 of the D.P.I's letter.

Art 4. This article [is defective in that it] does note state the qualifications required of Pandits, Munshis, Writing Masters, Gymnastic Instructors, Drawing Masters, Sewing mistresses &c. [These must be given for in art 4 (7) of the Public Service notification it is stated that these qualifications are specified in the Educational Rules. The defect may be partly removed by transferring portion of art 5 (iv) relating to Drawing masters & Gymnastic Instructors of Chapter VI to this article.

There is no objection to this transfer as

I do not follow. All that will happen will be that as the Rules do specify any definite qualifications none will be required. It is not easy to see how the qualifications required of pandits & sewing-masters are to be defined unless exam^ns are laid down for testing these.

Even if qualification is req. as in Drawing masters &c

It is not proposed to require these to be qualified & they are to be excluded in taking the one half of the staff who must be qualified

It is enough to require proficiency & qualification in the literary part of the staff.

as, under the proviso to art 1 of Chapter III, Chapter II applies to Training Schools. The Director may be asked to specify the qualifications which should be required of Pandits, munshis, writing masters & Sewing mistresses.

Art 4 (ii). This reproduces portion of art 3 of Chapter III of the Grant-in-aid-Code for 94-9 and has been introduced with reference to G.O. no 480 Ed. dated 10th June 1895.

Art 7. The word 'new' between the words 'no' & 'School' has been omitted and the functions of approving plans &c in the case of primary schools is delegated to the Inspector.

The concession allowed in the second para of this art to Lower primary Schools and Upper primary Schools for girls held in rented buildings may be approved!

Arts 8 & 9. These articles reproduce the rules approved by Govt in G.O. no 626 Ed. dated 30th Aug-92.

Art 12. This reproduces the Director's proposals approved in G.O. no 526 Ed. dt 9th July '91 as modified by G.O.

I approve of this art.

G.O. no 876 Ed. dated 16th nov-91.

art 15. [The substitution of "Controlling Officer" for "Inspector of Schools" does not appear to be a happy one; the term "Controlling officer" has not been defined in the Educational Rules.]

But the Inspector does not decide as every case. sometimes the D.P.I. does. No definite rules have been laid down. It is not clear, unless somewhere, what term can be used except "controlling officer".

I see no objection to it.

art 16. This is new. art 3 of Section III of the existing rules, referred to by the D.P.I. in para 4 (5) of his letter, does not require every school to be provided with a library. However no minimum size for the library is laid down, no harm will probably result.

As the Director says every school ought to have a library, & I think it is proper to recognise the fact in this way.

Articles 17, 18 & 19 are new. According to art 18, the fee is due on the fifth working day, but under art IV of the School fee notifications (vide G.O. 968 Ed dated 17th Dec. 1894) the fee is due on the third working day. But vide Art 4. of Chap IV & para 4 (25) of D.P.I's letter. There is no objection to the change made.

This extends the time to avoid some of the difficulties referred to by the D.P.I. in his covering letter.

The arts. seem desirable.

No objections at all

art 20. This is art 13 of the existing rules amplified. The additions are marked in red ink in the revised articles.

approved

art 21. The first part of the second sentence of this article is the last sentence in art IV of the School fee notifications.

Approved

Several persons, natives as well as Europeans, have recently spoken to me about school-boys' dress & have suggested a rule that turbans shall be insisted on, instead of the ugly caps which nearly all affect. I think it would be a good thing to substitute the words "turban" for the words "covering for the head". The words "the wearing of caps in school is not permitted" might be added.

I agree. The wearing of the cap seems to signify that the wearer of the cap is open to bad advice.

27.5.96

Articles 22, 23, 26 & 27 are new. Please see the D.P.I's remarks on these in para 4 (10), (12) & (13) of his letter. These may be approved!

art 25. This is art 17 of the existing rules amplified; it may be approved!

art 31. This reproduces art 6 of section III of the existing rules with slight modification. The D.P.I. holds that chapter II of the Educational Rules does not apply to colleges and has accordingly omitted what applies to colleges in the article. He proposes to recommend to the Senate of the Madras University to embody them in the rules of affiliation.

In clause (c) of this article the D.P.I. has omitted the following: "all such salutes should be returned by those saluted." 96 is for orders whether this omission should be allowed! The provision appears quite unnecessary & the rule need not appear.

art 35. Please see the remarks of the D.P.I. in para 4 (16) of his letter. The article as modified may be accepted!

Seems dangerous to allow these rules not to apply to colleges, until the Senate has made & other similar rules to apply to them. We shall have to allow similar rules to apply to colleges. Really college boys must have some measure of discipline. I was in the habit of lecturing with my hat off as this fact crushed up on the table.

Let us make special rules for them. Rules for them did not form part of the Educational rules when they were inserted because the Educational authorities in the Council of 1889 all held that in the absence of a distinct rule, there were plenty of masters & professors who would not take proceedings against a pupil for the latter. This participation (if it is true) is a thing that the masters have since learned to do.

Lay down a code of manners for masters. I agree. We should have the boys complaining & the most cantankerous of them prosecuting their masters for assault! We must assume the master will return the courtesy.

As to art. 35 I would give the Director power to shorten the period: e.g. some sanitary requirement might have been omitted (through) & recently observed. The rule is reasonable circumstances. I think it is better to lay down

Chapter III.

This chapter is Section III of the existing rules.

Art 3 (i). Here the D.P.I. has raised the limits regarding the strength of classes. A primary class consisting of 40 boys seems too big to manage for a single teacher. The original limit of 30 may be restored! Submitted that the D.P.I. & the Conference of Educationalists should know best.

Art 4 (i) The duration of the break in school hours in primary Schools has been raised from 10 to 15 minutes. There is no objection to this; young pupils need such a break.

Art 5 (i) The provision that in Primary Schools Saturday shall not be a whole holiday is new. may this be allowed!

Chapter IV.

This chapter reproduces the School-fee notification of Dec '91 as revised by G.O. no 968 Ed. dated 17th Dec 94. There seems to be no objection to this; [but the designation of the chapter may be altered from 'The Fee notification' to 'The Fee Regulations'?]

art

hard & fast rule other wise there will be unending disputes & appeals

JG

I & art 2 about progressions were they proved to duly observed? I have heard not. The Director might be asked D.O.

JG

I have heard the same. Let the D.P.I. be asked

WS

This is a technical matter we must accept the D.P.I.s. proposal.

S.K.

Likewise should under Chap III art 6 (i) there must be a teacher for every 50 pupils or two odd

In 4 (i) why "shall be prohibited"? Why not prohibit absence? "shall be" should be changed into "is"

WS JG 2/5/96

approved

JG

Parents are glad to have their children employed out of the house. Primary schools have one 15 min. break in the morning 3 hours. May be passed.

J.K. Holiday is

I think — half holiday in all boys enough in the case of one all day Saturday as Saturday five a whole holiday or Saturday morning all? I tend to put a half holiday morning when asked, & ask? any thing to the Inspector

WS

I think a whole holiday is generally preferred at Home now. I believe it would be good.

JG 27/5/96

As you please

WS

I don't see why

I think it would be better to keep the present rule

JG

Perhaps the Fee Regulations will be more appropriate for a Code of Rules but it does not much matter

S.K.

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Articles 4 & 5. The date on which the fee is due has been changed from the third working day to the fifth. This is in accordance with the provision of art 18 of ch III. vide note on page 8 above.

[art 9. If the suggestions made in the previous page regarding the change of designation of the chapter is approved, then the words "in these rules" may be substituted for the words "in this notifications" in this article.]

Chapter V.

Please see para 4 (26) to (29) of the D.P.I's letter which deal fully with the changes made in the curricula.

(III) courses of instruction and Standards of examination in Industrial and art schools and classes are those approved in G.O. no 395 Ed. & 14th June '93 To these, Courses in Wood-turning and Fitters' work have been added.

Chapter VI.

art 5 (i) & (IV). The words "and technical subjects" coming after

V.S.P.

Yes — & a verbal alteration should be made in art 1 which appears that the "power" to is reserved to Govt

JG

In the primary & lower 2nd schools no radical changes have been made: but in the 7th Stand. the curricula for the 2nd language has been made the same as for the 1st lang. with reciprocal translation. (the Vernacular & English)

In Upper Sec. Schools the courses have been merely rearranged ∧ G.O. 14.12.95 given effect to.

I have been carefully through the two books & think the changes are all good

JG

who are over age. This is in accordance with G.O. no 128 Ed. & 11th Feb-95.

Art 13. In this article the word 'Inspectress' after the word 'Inspector' has been omitted

There are only two Inspectresses for two whole Presidency

art 15. Please see the Director's remarks in para 4 (39) of his letter. The number of Stipends has been increased; there is no objection to the increase as it merely denotes the maximum number of Stipends that may be allowed.

Art 17. Please see the D.P.I's remarks in para 4 (40) of his letter. The additional allowance of Rs 5 proposed to master of arts* may be Sanctioned! Candidates for the degree of master of arts at the Madras University are very few and there seems to be no valid reason for restricting the additional allowance to those who have taken their master of arts degree in mathematics or in Physical or natural Science.

The additional allowance of Rs 2 to Panchamas is in accordance with

* who have passed in Mathematics or Physical or Natural Science

Yes.

On further consideration I would include "History". Here the extra Rs 5 will be given for men passed in all 6 branches except Mental & Languages & Moral Science

27/5/96 15/6/96

The D.P.I. is right. There are plenty of men who have gone out in Languages The schools want scientific men.

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with para (2) (i) of G.O. no 68 Ed dated 12th Feb-1893.

Art 18. The last sentence of this article is new; there seems to be no objection to the addition.

Art 22. The addition of the words 'and others' in the heading of this article gives power to the D.P.I. to send officers other than teachers for training. May this be allowed? Apparently the words are only meant to allow students to go for training & so are open to no objection

Yes. A "heading" cannot give "power"

No objection in case

Chapter VII.

Art 10. It is for orders whether the para added to this article may stand? [It gives a concession in favour of christian theological Students and may easily lead to the motive of Govt being mis-interpreted.]

The concession is essential unless the catechists are to go out without their theological course & could surely never lead to any misapprehension that Govt favoured Christians.

I doubt think that it is open to legitimate misconstruction: but it will probably be so tortured. It may however be retained, provided some limit is placed upon the length of the theological course or rather upon the period for which postponement may be allowed.

I don't think there is any grievance that students trained men shall serve for 3 years after they leave the institution (it is not a concession in favour of Christians) is objectionable. It is at all events equitable

Chapter VIII.

Art. 3, 14, 15, 17, 18, & 19 were considered by Govt in G.O. no 554 Ed. & 3rd July 1895 received provisional sanction in G.O. no 594 Ed. & 22nd July 1895. They have been altered in accordance with G.O. no 554 Ed. & 3rd July '95.

Art 5

Art 5. Under the existing rules a certificate of having passed the late Middle School examn^n in the first or second class qualifies once for admission to the examinations for the Lower Secondary Teacher's Certificate and a certificate of having passed the examn^n in the third class qualifies for admission to the examination for the Primary Teacher's certificate. In the revised article this restriction attached to a pass in the third class has been done away with. There seems to be no great objection to this omission; but third class Middle School men who have already obtained Primary Teachers' certificates will feel it a grievance. No doubt they can under the revised rule appear and qualify for Lower Secondary Teachers' Certificates but this means in their case [great] loss of time and money which they cannot afford. They must be very few in number & they don't deserve much consideration. Submitted that the rule may stand as suggested by D.P.I.

J. F. Blake JG

Art 6. This lays down that candidates for teacher's certi

(21)

certificates who are not trained should put in two years' service as teachers in recognised schools before appearing for the examination for Teachers' certificates. This may be approved!

JG SK

Art 9. This article gives detailed syllabuses of the subjects of the written examination for teachers' certificates of the various grades. These have been drawn up by the late Board of Examiners for Teachers' certificates and have the approval of the D.P.I. They may be accepted!

JG SK

Art 12. The minimum marks for a pass required of trained candidates have been reduced from 45% to 40%. This may be approved!

This is a matter in wh^ch it is best to rely on the D.P.I.'s knowledge

JG

Art 13. This article omits, inadvertently it may be, the provision in the existing rule that successful candidates shall be arranged in the order of merit. [For the second sentence of the article the following may be substituted:-

"The successful candidates

No alter^n seems necessary. They would hardly be arranged except in order of merit.

Let us not alter. perhaps he does not mean to arrange in order of merit. In any case for. does not interfere SK. To you this is a matter in which we should be in the D.P.I.'s hands

in each grade shall be arranged in the order of merit and in two lists, one &c." I

Art 20. The total marks for the practical test have been raised from 250 to 300 and the minimum marks for a pass have been raised from 33% to 40% in the case of trained candidates and from 25% to 35% in the case of untrained candidates, thus making the minimum marks for a pass in the written and practical tests agree. (vide art 12 supra). The alteration may be approved.

Art 22. The omission of the provision which enable trained candidates to obtain untrained teachers' certificates may be approved.

Art 23. Under the existing rules the fees for the teacher's certificate examination of the Second grade Collegiate, and the Upper Secondary, Lower Secondary and Primary grades are Rs 7, 5, 3 & 2 respectively. The's article raises them to Rs 10, 6, 4 & 2½

Yes - it rightly gives more importance to the practical part of the examination
JG

I think the time has come when the examinations should be made self-supporting, & the fees raised as the D.P.I. proposes. Prior to Feb 1890 the fees were —

Collegiate	Rs 10
Secondary	3
Primary	2

In 1891 the Director proposed that they should be —

Collegiate	Rs 10
Secondary Higher	6
Secondary Lower	
Primary Higher	3
Primary Lower	2

Govt thought these fees too high then, but that was 5 years ago.

The demand for certificated teachers is now great & the lessening of the fees.
JG

Hon'ble Secretary

The great want arises mainly from the neglect to enforce the conditions of recognition in this respect. When teachers find that Local Boards or Mun. Councils are strict on the subject, they very soon take care to qualify.
Yes
JG

2½ respectively. The D.P.I. proposed this increase in his letter read in G.O. no 594 Ed. dated 22nd July 95; Govt considered so large an increase was unnecessary and called for detailed reasons. In reply the D.P.I states in para 4 (62) of his letter under consideration that the receipts from fees according to the existing scale do not suffice to meet the cost of the examn., theoretical and practical and that it is therefore absolutely necessary to raise the scale. In G.O. no 271 Ed. dated 28th March '92 the Govt expressed the opinion that this examn. for teachers' certificates should pay its own cost ultimately; but it may be that the time for the enhancement of fees has not come yet. The compulsory character of the examination, the great want of qualified teachers in primary schools and the poor condition of most of these teachers are circumstances which plead against any a large increase in the rate of fees. According to para 6 of the

D.P.I 96

D.P.I's letter read in G.O. 594 Ed. 22-7-95 the fees for the Teachers' certificate examination during the three years ending 94-95 amounted in all to Rs 20903 and the charges to Rs 24082; thus the yearly net cost to Govt on account of this examn was Rs 1060. This is not considerable and Govt may continue to meet it for some years more in the interest of primary education. ×?

But the net cost to Govt may be reduced by reducing the rate of remuneration to the Board of Examrs. Under G.O. 645 Ed, 4-9-93 the President of the Bd of Examrs receives Rs 250 and the Secretary Rs 500 annually as honorariums; the amount paid to the Secy is large and may be reduced to Rs 300. It may be noted that the Secy is; according to the D.P.I, given* a clerk on Rs 15 per mensem throughout the year and that in consideration of this, the Secy's remuneration may reasonably be reduced.

He has a great deal of work. It will be better for Govt. to pay Rs. 200 than to have the fee disgusted & less active.
I don't think the honorm is too high.
JG

* no GO can be traced.

The

21

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The Director's recommendation that in supersession of the remuneration sanctioned in G.O. 645 Ed. 4-9-93 the Board of Examrs should be given in future a remuneration of Rs 5, Rs 4 and Rs 2 for each candidate examined for the practical test of the second grade collegiate, and the secondary and primary grades respectively may be accepted! This may further reduce the net cost to Govt. The remuneration to Inspecting officers whose duty it was some years ago to test candidates for teachers' certificates may be reduced to one-half of the rates allowed to other persons and this will further reduce the net cost to Govt.

I think the raising of the fees is not favorable
JG

For examiners conducting the practical test for technical teachers' certificates of the Elementary, Intermediate and advanced grades, the Director recommends a remuneration of Rs 10, Rs 15 & Rs 20 per day respectively. No rates of remunerations have

have hitherto been prescribed for these examiners; the Director's proposals which seem moderate may be accepted.

Paras 5 & 6 of the D.P.I's letter reply to paras 12 & 16 of G.O. no 471 Ed. dt 7th June 95 regarding the training of technical teachers. The reply is that no general scheme applicable to the teaching of such diverse subjects as are included in the Tech. Exam^ns notification is possible. The Director seems to be right.

The cutg had to be delayed for want of mis. G.O.s which were not available until January having been put up with Public Instructions report. The subsequent delay is owing to pressure of other work. I don't regard this explanation of the Ed. Clerk's as satisfactory, & have told him so. The G.O.s could easily have been got out of the file.

W.C. 3/96

I have made marginal notes

Revised Educational Rules

(For orders)

H.M. & the Hon'ble Mr. Bliss, C.I.E.

Ens - nothing can be done yet

25/5/96

Educ No 337 Ed.
26-6-96

[G. / 24.] 500—22-4-96.

Edue DEPARTMENT.

Papers to be read in proceedings:—

Again G.O., dated 189 , No.

Again G.O., dated 189 , No.

Current No. 1341 Ed. of 1895, dated 15.11.95 from D.P.I.

" " " 189 , " , "

" " " 189 , " , "

ORDER. No. 337, 26th June 1896.

P.S.

The revised rules submitted by the Director are approved subject to the following remarks & alterations:—

(1) In Art 6(iii) of Chap I. after the words "first division" should be inserted, with reference to G.O. 256 Ed. 23/1/96, the following should be removed from art 8(v) and inserted in "Higher subordinate class

Third or senior division.
Second division. "
First division. "

In Art. 8 (x) this latter passage should be deleted

Chap I

(2) In Chapter II art. 1. the proviso should read as follows:- "except in so far as the Govt. may from time to time exempt from their operation special tracts of country or the Director may similarly exempt special classes of schools". The Govt. is inclined to the opinion that the present list of backward localities is in some need of revision. The Director will be requested to report whether it might not in some cases be made less fully meet present requirements

bide.

instances some what too

bids. The Director will be requested to report upon the point.

(3). The concessions allowed in the second part of Art 2 (i) to teachers who have no general education certificates ~~of~~ are extensive. They would permit unpassed men to become teachers of upper secondary forms. The D.P.I. will be requested to report whether the concessions should not be restricted to teachers of primary classes. It is presumed that "approved" service means service approved by the D.P.I. himself personally.

(4) Art 31 (a). For the words "a suitable covering for the head" the words "a turban" should be substituted, & after them should be inserted the following:- "The wearing of caps in school is not permitted".

(5) In Chap. III, in the fourth sentence of Art. 4 (i) the words "is" should be substituted for the words "shall be".

(6). The heading of Chapter IV should be changed into "The Fee Regulations", & the words "in this notification" in Art. 9. into "in these rules".

(7) In Art 14 1. of the same Chapter the last sentence of the first clause should read "The power

and the second part of Art 3(i)

The rule approved in Go. No. 272. Ed. dated 30.4.96 should be substituted for Art. 5.

to sanction .... seems to be necessary, is reserved to Government."

(8). In Art. 17(i) of Chapter VI the words "in History" should be inserted after the word "degree".

To The D.P.I. dated 27/3/96

No 4/6/96

Do.

Ootacamund 6th June 1896

My dear Duncan,

With reference to the revision of the Educational Rules I am to ask whether Art 2. of Chapter III of the draft revised rules is always enforced. The Govt. considers that it should be, but has reason to fear that it is not.

Yours &c

No 4/6/96 (from orders)

Hon W. D. Duncan. LCS. &c. &c. &c.

Revised Educational

Rules. —

CS.

(from orders)

H.L.

The addresses are not marked in the case. I don't find the ms. current. Perhaps the Q.A. clerk has got it.

1/11/19

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22.6.26 V

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