

DEPARTMENT OF PUBLIC INSTRUCTION

**THE SCHEME OF
REORGANIZATION OF
SECONDARY EDUCATION
1948**

*An explanatory statement with an abstract of
Government Orders and Departmental Instructions.*

*Issued under the authority of the Director of
Public Instruction, Madras*

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CONTENTS

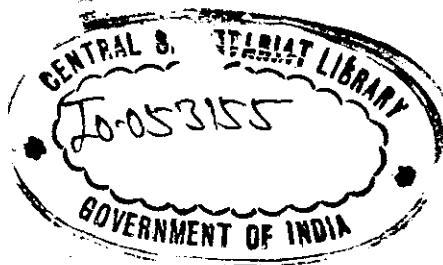
	PAGE
History of the Scheme	1
The Scheme in its present form	1
Introduction of the scheme	1
The Aims of Reorganization	2
The Scheme of Reorganization—	
(a) Forms I to III	2-3
(b) Forms IV to VI—	
(1) Academic or Pre-University course	3-4
(2) Secretarial Course	4
(3) Pre-Technological courses	4
(4) Aesthetic and Domestic courses	5
Examinations	6
Government Orders on Reorganization of Secondary Education	6-13
Instructions issued by the Director of Public Instruction	14-34
Books for Teachers' study and reference	34-45

N.B.—The syllabuses were printed and issued separately.

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THE SCHEME OF REORGANIZATION OF SECONDARY EDUCATION.

HISTORY OF THE SCHEME.

The first comprehensive proposals for the Reorganization of Secondary Education in the Madras Province in recent times were made in a Press Communiqué issued by Government in June 1937. The proposal consisted of the bifurcation of the High School course at the end of Form IV and the institution of various forms of practical training in the bifurcated courses. The decisions of Government of the time were announced in a Press Communiqué, dated the 2nd July 1940, in favour of the bifurcation of the Secondary School course at the end of Form IV into a pre-university side and a vocational side. The main purposes of the scheme were, firstly, to enable students after their High School course to earn a living in vocations other than the already overcrowded ones open to those educated through a predominantly academic course and incidentally to help towards the industrialization of the country and, secondly, to divert from the Universities those students who go there in the absence of alternative courses. Due to war conditions at the time the scheme was not proceeded with until the end of the year 1946, when draft syllabuses were published for the following subjects :—(1) Secretarial Training, (2) Engineering, (3) Agriculture, (4) Music and Dancing, (5) Domestic Science and (6) Drawing and Photography. It was intended that the separation of the two types of courses should take place at the V Form stage.

Preliminary arrangements were made for the introduction of the bifurcated courses in 50 high schools during the year 1947-48 but pending further consideration of the syllabuses in relation to the comments and suggestions received since their publication the introduction of the scheme was deferred.

THE SCHEME IN ITS PRESENT FORM.

The scheme of reorganization in its present form had its origin at the meeting of the Board of Secondary Education held on the 18th July 1947 when Sri T. S. Avinashilingam Chettiyar, the Hon'ble Minister for Education, at that time, informed the Board that he would like to have a comprehensive scheme of reorganization of Secondary Education taking into account the need for craft training, (2) training in Scouting, Red Cross Work, sports, etc., to make people physically fit and useful citizens and to make them resourceful and self-reliant, (3) the language problems of the Province, and the relative demands of (a) the Regional Language, (b) English, (c) Hindustani and (d) Sanskrit, Arabic, Persian and other classical languages; (4) the test of examination, whether new methods could be devised for testing the abilities and attainments of pupils; and (5) the general question of making attractive the bifurcated courses.

INTRODUCTION OF THE SCHEME.

The recommendations of a Sub-Committee of the Board of Secondary Education appointed for the above purpose were considered by the Board on the 24th and 25th September 1947 and by the Provincial Advisory Board of Education on the 14th October 1947. The Director of Public Instruction was authorized by Government to constitute expert sub-committees to draft the syllabuses in the several subjects. The draft syllabuses were duly notified in *Fort St. George Gazette* early in 1948. At the same time proceedings were issued by the Director of Public Instruction before the end of the school year 1947-48

to prepare the schools for the new scheme by indicating the several activities which were to be organized in schools as the basis of the introduction of the new curricula. A copy of these proceedings is appended to this note, which will indicate the extent to which schools were guided in preparing for the introduction of the new scheme. About the same time the Government took steps for the preparation of Guide Books to teachers on the new scheme and sanctioned a scheme of training courses for secondary school teachers in various parts of the Presidency to equip them to guide pupils' activities in Citizenship training. A Technical Education Officer was appointed to instruct and advise schools in the selection of diversified courses and in providing accommodation, equipment and staff for them. After thus preparing the schools and the teachers for the new scheme Government passed orders on the 29th May 1948 introducing the general scheme of reorganization of secondary education in Forms I and IV and the Diversified High School courses in Form IV in 50 selected high schools during the academic year 1948-49. Copies of the orders are appended at the end of this note.

THE AIMS OF REORGANIZATION.

The chief aim of the reorganization of Secondary Education was not only the general one of making the course more useful and practical but also one of preparing students for life by integrating character training through activities with the imparting of knowledge in schools. Its objective was, therefore, not merely one of passing a qualifying examination to test the knowledge of the students but of imparting qualities of honesty, self-reliance and self-respect to give them a desire for social service and in general to fulfil all the requirements of good citizenship.

The second aim of the reorganization was to provide suitable courses for students whose talents and aptitudes required other than academical studies for their full development. At the end of the III Form course provision is, therefore, made in the new scheme for diversified courses. Of these one course provides for the establishment of Trade Schools, and the other for such diversified courses as (a) Pre-Technological, (b) Secretarial and (c) Domestic and Aesthetic High School courses, in addition to the existing academic course.

Trade Schools.

The Trade Schools are intended to meet the needs of those parents who expect their children to start earning at the age of 17 or 18 by providing a more immediately profitable diversion from the ordinary high school and by preparing the pupils definitely to enter into specific occupations at the end of the course. The subjects suggested for trade schools are—(i) Engineering, Building, Carriage and Motor Body Building, Furniture-making, Wood-carving, Printing and Book-binding, Photography, Silver and other metal work, Professional cookery, Musical Instrument-making, Tailoring, Manufacture of rubber goods, Leather work, etc., for boys; and (ii) Dress-making, Embroidery, Photography, Upholstery, Cookery and Homecraft, for girls. A Committee of the Secondary Education Board has been appointed to go into the details of the establishment of Trade Schools.

THE SCHEME OF REORGANIZATION.

FORMS I TO III.

The main feature of the scheme of reorganization in Forms I to III is the building up of the curriculum in correlation with several educative school activities with a main or basic craft as the chief among these activities. For

the present Handloom weaving, Woodwork, and Gardening and Agriculture have been proposed as the crafts for boys' schools and Homecraft for girls' schools. Most of the general school activities are comprehended under Citizenship training which is introduced as a new subject in all these forms, to be conducted formally up to Form IV inclusive and informally in higher forms. Purpose and unity have been introduced in the subjects of History, Geography and Civics by integrating them into one subject under the heading of Social Studies. The other subjects of the curriculum, viz, Languages, Mathematics, General Science, Physical Education and Religious or Moral Instruction continue to have their due and important place in the curriculum but their teaching is now required to be practical and based upon the life and activities of the pupils, more especially of the crafts which they practise in the schools and which is expected to afford the necessary practical bias to the instruction.

Of the languages, the pupils are expected to study three, viz.—

- (i) the Regional Language as the First Language,
- (ii) Hindustani or Sanskrit or Arabic or Persian or Urdu or any other Indian Language as the Second Language, and
- (iii) English as the Third Language.

The study of a second language begins in Form I or Form II and of English in Form I. The Regional Language and English get about equal time and Hindustani or its alternatives get a slightly less time of study. The later commencement of English is taken advantage of to lay a good foundation in the Regional Language in correlation with crafts and activities for which therefore a considerable proportion of time (about one-fifth of the total time) is suggested to be allotted in Form I. The following table shows the curriculum of study in Forms I to III.

Curriculum of study in Forms I to III.

<i>Languages.</i>	<i>Other subjects.</i>
<ol style="list-style-type: none"> I. Regional Language, in continuation of lower classes. II. Hindustani, Sanskrit, Arabic, Persian, Urdu, or other classical or Indian language, not excluding the mother-tongue of the pupil if it is different from the Regional Language, from Form I or Form II. III. English from Form I. 	<ol style="list-style-type: none"> 1. Mathematics. 2. General Science. 3. Social Studies. 4. Citizenship training. 5. Arts (Drawing and Painting, Music). 6. Crafts (Handloom weaving or Woodwork or Gardening and Agriculture for boys' schools and Homecraft for girls' schools). 7. Physical Education. 8. Religious or Moral Instruction.

FORMS IV TO VI.

(1) *Academic or Pre-University Course.*

The first objective of this course is self-evident, viz., that of leading to the University. The second objective is to give the pupils general cultural education, whether they join University or not. The chief features of the reorganization of this course are the abolition of optionals, the utilization of the time thus saved for various activities, arts and crafts on which the pupil has already started in the middle school. A third feature of the curriculum of this course is the provision made for the study, by the pupils who desire it, of a classical language or Hindustani or any other Indian or foreign language

in addition to the Regional Language and English, that is to say, a pupil can study the Regional Language as his first language, Hindustani or Sanskrit or any other language as his second language and English, but if the pupil does not want to study Hindustani or Sanskrit or any other language he can devote the time provided for it to a Special Course in the Regional Language in addition to the General Course in it as the first language. A fourth feature of the Pre-University course is a continuation of the Social Studies of the lower forms in their integrated form correlated with activities and training, instead of instruction in separate subjects like History and Geography. Citizenship training is included in the curriculum for all pupils in Form IV. In Forms V and VI this training is left largely to the option of the pupils as a spare-time pursuit. Some of the pupils in Forms V and VI are expected to join the Junior Division of the National Cadet Corps.

(2) *Secretarial Course.*

The aim of the Secretarial course is to qualify the pupil at the end of the course to become a more efficient secretary or clerk or office assistant than a mere academic course can do. At the same time the course also aims to make it possible for him to qualify for the University Entrance Examination should he at the end of his high school course desire to do so. For this reason the curriculum for the Secretarial high school course includes as many subjects of the academic course as possible while providing adequately for Secretarial subjects. General Science and Arts and Crafts are omitted and in their place Secretarial subjects are provided. The details of the subjects of the curriculum are given in the table at the end of this section.

(3) *Pre-Technological Courses.*

The aim of the Pre-Technological courses is, besides one of offering a more or less alternative type of education to pupils who can benefit most by practical activities, also one of training pupils for entrance to Polytechnics, of which some have been established in the Presidency and more are likely to be established in future. These courses are intended for pupils with higher ambitions and better resources than those who go into the Trade Schools. The Pre-Technological courses are not regarded to be of inferior utilitarian or cultural value to the academic courses; their aim is to provide for pupils whose talents lie in the direction of such courses and to provide for them an equally bright future in the industrialization envisaged in the country. The Pre-Technological courses, therefore, include a considerable proportion of general educational subjects so as to make the process of education complete. It is expected that students who pass out of the Pre-Technological high school into a Polytechnic and complete their course there, taking altogether a period of five to six years for both the courses, will be in a position to enter the industrial field much sooner than those who take up the academic course, go into the University and graduate with a degree in Engineering.

The Pre-Technological courses which have been introduced in 1948-49 are Agriculture and Engineering. Other subjects which are being considered for introduction in future are Chemical Technology, Textile Technology and Leather Technology. The table appended at the end of this section indicates the contents of the curriculum for the Pre-Technological High School courses. To enable a sufficient proportion of time being devoted to the Pre-Technological subjects Government have ordered that pupil of this course may study only two languages, one of which will be the Regional Language and the other either English or Hindustani or one of its alternatives.

(4) *Aesthetic and Domestic Courses.*

The objective of the Aesthetic and Domestic courses is to a certain extent different from that of the other courses. These courses are chiefly intended for girls' schools, but boys' schools are not prevented from taking such of the subjects of these courses as may be suitable to them, e.g., Drawing and Painting. This course will also be suitable for women students who may wish to study more of Domestic Science than is provided for in the academic high school course under Arts and Crafts. It is intended to be a good preparatory course for entrance to an Arts school for such students as desire to do so. Those who take this course and desire to qualify for entrance to the University under such conditions as may be prescribed will choose the subjects necessary for the purpose. The course will consist of three parts and the following will be the subjects under each part :—

Part I.—Language which is the medium of instruction, English Composition, Religious or Moral Instruction, Physical Education.

Part II.—Any three of the following general subjects, one of which should be Domestic or Home Science in the case of girls in girls' schools who do not take Domestic or Home Science under Part III :—English, Mathematics, Social Studies, Additional Language, General Science, Domestic Science, Drawing and Painting, Music and Dancing.

Part III.—One of the following special subjects.—Domestic or Home Science, Drawing and Painting, Music and Dancing

The details of the curricula for the four kinds of courses are given in the following table :—

Curricula of study in Forms IV to VI.

Academic. (1)	Secretarial. (2)	Pre-Technological. (3)	Aesthetic and Domestic. (4)
1 Languages— I. Regional	Same as Academic.	I. Regional .. II. Hindustani or its alternatives as in lower forms or	1 Regional Language. 2 English Composition. 3 Physical Education. 4 Religious or Moral Instruction.
2 II. Hindustani or its alternatives as in lower forms or a special course in the First Language.*			
3 III. English	Do.	III. English	5 Additional Language.† 6 English †
4 Mathematics ..	Do.	Same as Academic supplemented by needs of special subject.	
5 General Science ..	....	Included in special subject.	7 Mathematics † ..
6 Social Studies ..	Same as Academic.	Same as Academic ..	8 General Science † .. 9 Social Studies † .. 10 Domestic Science † 11 Drawing and Painting † 12 Music † 13. Dancing † ..
7 Citizenship Training.	Do.	Do.	
8 Arts and Hobbies and Practical Activities.	....	Included in special subject.	
9 Physical Education.	Same as Academic.	Same as Academic.	
10 Religious or Moral Instruction.	Do.	Do.	
11	Secretarial Subjects.	Pre-Technological Subjects— One of the following :— (a) Agriculture. (b) Engineering.	14 Aesthetic and Domestic Subjects } Part III. One of the following :— (a) Domestic (or Home) Science. (b) Drawing and Painting. (c) Music. (d) Dancing.

* The scope of the special course in the First Language has been proposed to consist of two periods to formal study and two periods to creative language work such as simple research methods, selective note-making, magazine articles, verse composition and original writing in general.
 † The syllabuses will be the same as for the corresponding subjects of the Academic course.
 ‡ The syllabuses will be the same as for these subjects under Arts and Crafts of the Academic course (and thus different for those under Part III).

EXAMINATIONS.

Details of the scheme of examinations are under formulation to bring them into line with the requirements of the new scheme which emphasises active performance standards and resultant personality development rather than abstract factual knowledge. The main principles on which these details are being worked out are—(a) retention of the written examination for the older subjects of the curriculum for the purposes for which such examinations are intended, (b) provision for taking into account work of the pupil throughout the course, and (c) provision for rating practical abilities, social behaviour and general factors of personality.

APPENDICES.

I. GOVERNMENT ORDERS ON REORGANIZATION OF SECONDARY EDUCATION.

- (1) G.O. Ms. No. 1394, Education, dated 29th May 1948, as modified by G.O. Ms. No. 1843, Education, dated 28th June 1948, and G.O. Ms. No. 1531, Education, dated 13th May 1949.

[Education—Secondary—Reorganization—Orders passed.]

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

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

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

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

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

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

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

On the question of the study of Hindustani and of Sanskrit and other languages in future, the Government, after reviewing the recommendation of the Provincial Advisory Board, have decided as follows :—

- (1) That Hindustani should be taught from Form I ;
- (2) that students should be allowed the option to take Hindustani or any other Indian language or any other classical language such as Sanskrit, Arabic or Persian in Form I and once they exercise that option they should appear for examination in that language. Students who offer Urdu should learn the Nagari Script also at both the stages of Forms I to III and Forms IV and VI ;
- (3) that henceforth throughout the secondary school course, the regional language should be the first language, Hindustani or its alternative should be the second language and English the third language ; and
- (4) that the study of Hindustani or its alternative in Forms I to III should be compulsory in all parts of the Province (Andhra, Kerala, Karnataka and Tamilnad).

In Forms IV to VI, pupils will have the option to study in addition to the regional language, a second language such as Hindustani or Sanskrit or Persian or Arabic or Urdu or any other Indian or any foreign language and in the case of those students the regional language should be taught for four periods in a week and the other selected language for four periods and those who want to take the regional language alone should take eight periods in that language. Pupils will be permitted to study a language different from the one studied by them in Forms I to III provided their attainments in that language are up to that standard.

5. *Religious and Moral Instruction.*—The Government accept the recommendation that formal instruction should be avoided without prejudice to the existing provision for religious instruction under a conscience clause. The Director of Public Instruction is requested to issue the necessary instructions in the matter. In schools specially intended for Muslims religious instruction will be regulated with reference to G.O. No. 1727, Education, dated 22nd September 1933, and No. 266, Education, dated 7th February 1948.

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

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

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

8. Orders will be issued separately in regard to (1) reorganization of Physical Education and introduction of military training (formation of a junior division of the National Cadet Training Corps) and (2) reorganization of examinations.

9. The draft syllabuses are in the course of finalisation. Orders on the syllabuses will be issued as soon as they are ready. Necessary amendments have also

to be issued to the S.S.L.C. scheme embodying the revised syllabuses and rules in the scheme. The Government consider that the introduction of the new scheme need not be delayed on this account. They accordingly direct that the new scheme be introduced in Forms I and IV in all schools in 1948-49. The old schemes will continue to be in force in Forms II and III, V and VI in 1948-49 and in Forms III and VI in 1949-50. The Director of Public Instruction is authorized to introduce the reorganized syllabus in anticipation of the approval of the Board of Secondary Education and the issue of the necessary amendments to the S.S.L.C. scheme. In respect of languages, during 1948-49 the existing syllabuses should be followed in all forms except Form I and the new syllabuses in the first and second language should be introduced in 1948-49 in Form I and the new syllabus in English should be introduced in Form II in 1949-50.

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

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

ANNEXURE.

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

For "Teaching" four periods from Arts and Crafts and two periods from other subjects are proposed to be taken—Vide G.O. No. 1395, Education, dated 29th May 1948, printed below.—Concluding portion of paragraph 3 under "Teaching Practice".

(2) G.O. No. 1395, Education, dated 29th May 1948.

[Schools—Secondary—Introduction of bifurcated courses in selected schools in 1948-49—Ordered.]

Order—No. 1395, Education, dated 29th May 1948.

In 1940, the Government announced a scheme for the reorganization of secondary education which provided among other matters for the opening of Secondary School-Leaving Certificate vocational courses in various subjects as an alternative to the existing high school courses leading to the University courses. The main objects of the scheme have been to divert from University courses students who get admitted there simply because no alternative courses are available and also to provide different opportunities for such students so as to enable them to earn a living in vocations instead of pursuing the academic courses. It was intended that the separation of the two types of courses should take place at the V Form stage. Owing to the difficulty of securing the equipment required for the teaching

of the new courses such as typewriters, tools, instruments, etc., the introduction of the courses was first postponed until after the war and subsequently till 1947-48.

2. In 1947, the Board of Secondary Education which was newly constituted was asked to consider the question of reorganization of secondary education with reference to the changes which had taken place since the original scheme was prepared and to suggest a comprehensive scheme. One of the questions which the Board was asked to consider in this connection was the introduction of bifurcated courses in secondary schools. The Board accordingly considered the matter and made the following recommendations:—

(1) That bifurcation into technical and academic courses should be made from Form IV instead of, from Form V; and

(2) that there should be three types of schools after the III Form stage, namely:—

(i) trade schools preparing pupils exclusively for a trade at the end of three years;

(ii) technical high schools preparing pupils for a technical career through a subsequent course at a polytechnic or for a secretarial or commercial career or for domestic or aesthetic pursuits in life, and

(iii) academic high schools preparing the pupils for an entrance to a course at the University.

This classification was accepted by the Provincial Board of Education.

3. The Government have carefully considered the recommendations. The question of opening Trade Schools is being examined and orders will be issued separately. In regard to technical high schools, the Government do not consider it necessary now to establish separate high schools and they consider that the purpose will be substantially served if these technical courses are provided in the existing high schools which provide academic courses and that the diversified courses may be introduced from Form IV as recommended by the Board. The Government have decided that to begin with the following courses of studies should be introduced in 50 selected high schools from the school year 1948-49 and that the question of extending the system to other high schools should be taken up later:—

(1) Secretarial.

(2) Engineering.

(3) Agriculture.

(4) Drawing and Painting.

(5) Domestic Science and Cookery.

(6) Music and Dancing.

'Teaching practice' will also be one of the varied courses to be introduced under the new scheme. The question of introducing this subject in 1948-49 is under separate consideration. Other subjects will be added as and when necessary.

The draft syllabuses for these courses will be placed before the Board of Secondary Education and finalized shortly. The Secondary School-Leaving Certificate scheme will also be amended embodying the revised syllabuses. Pupils taking the academic courses will move on to university courses as they do at present. It is the intention that pupils taking the technical courses should also be enabled, if they wish to do so, to move on to University courses. The question of admission of the students taking the technical courses into University courses has been taken up with the Universities and a final decision has not yet been arrived at but the Government consider that the introduction of the bifurcated courses in the selected high schools need not be delayed on this account. On the other hand in keeping with the main intention of the scheme of bifurcated courses, it is being arranged that pupils taking the Engineering courses under the scheme would not only be eligible but would be preferred for admission to the polytechnic courses appropriate to the particular subjects chosen by them under the bifurcated scheme. It has been decided also that the secretarial course will alone be the primary qualification for appointment to posts of lower division clerks and similar posts in Government service except that this would not preclude Government from fixing higher qualifications for such posts in any department or office where the special nature of the work requires it. However, until the secretarial courses are opened in a large number of schools in the Province, the number of candidates who have undergone the secretarial course may not be sufficient to meet the demand; when

candidates who have undergone the course are not available, others will continue to be appointed to service as at present.

The Director of Public Instruction will be authorized to introduce the syllabuses for the courses of studies mentioned above in anticipation of the approval of the Board of Secondary Education and the amendment of the Secondary School-Leaving Certificate Rules. The time that will be allowed for the study of the various subjects for students taking up the bifurcated courses is shown in annexure. Orders will be issued separately in regard to the schools in which the bifurcated courses will be introduced from the current year.

4. With a view to enable local bodies and the managements of aided secondary schools to meet the extra cost involved in the organization of the new courses, the Government have decided that teaching grants should be made as a special case calculated at three-fourths of the net cost of running the courses during the preceding financial year subject to a maximum of Rs. 1,450 per annum to each school for a period of five years from the introduction of the courses and that the question of revising the arrangement should be considered at the end of the period. The teaching grant for 1948-49 is payable only in 1949-50 but as the managements may require some financial assistance during the first year of introduction an advance teaching grant of Rs. 500 will be made to each school in which the bifurcated courses are introduced in the current year and the balance will be paid in the next year after the grant for 1948-49 is assessed. In addition a non-recurring grant equal to three-fourths of the cost of the equipment to be purchased for the new courses will be paid in the current year subject to a maximum of Rs. 5,700 for each school. Necessary provision has been made under the appropriate heads under 37. Education in the Annual Estimate of Expenditure for 1948-49 to meet the expenditure.

5. Orders will be issued separately on the other recommendations of the Board of Secondary Education in regard to other matters.

ANNEXURE.

Serial number and subject.	IV Secretarial.	IV Pre-Technological.	Number of periods per week in each Form.						
			IV Aesthetic and Domestic.		V and VI Secretarial.	V and VI Pre-Technological.	V and VI—Aesthetic and Domestic.		
			(a) For all.	(b) Three optionals from among 5 of those below.			(a) For all.	(b) Three optionals from among 5 of those below.	
1 First or Regional Language.	4	4	6	..	4	4	6	..	
2 Arts and Crafts	To be taken from the special subjects according to their needs.	To be taken from the special subjects according to their needs.	..	5*	As in Form IV	..	As in Form IV	..	5
3 Second Language—Hindustani, Sanskrit, Persian, Arabic or Urdu (or advanced course in First Language).	4	} Either Second or Third Language 4 to 6 periods.	..	5	4	Do.	5
4 Third Language (English).	6		(Composition only)	5	6	4 to 6.	(Composition only)	2	5
5 Mathematics	5	5	..	5	5	5	..	5	
6 General Science	Nil.	Included in special subject.	..	5	..	Included in special subject.	..	5	
7 Social Studies	3	3	..	5	4	2 (Practical to be part of special subject)	..	5	
8 Citizenship	2	2	(Included in special subject)	..	..	..	(Included in special sub-subject)	..
9 Physical Education ..	2	2	1	..	2	2	1	..	
10 Religious or Moral Instruction.	1	1	1	..	1	1	1	..	
11 Special subjects of the diversified courses.	8	12 to 14 periods (according to the number of periods given to second or third Language).	10†	..	9	15 to 17	10	..	
Total number of periods ..	35	35	20 + (3 × 5 or)	15	35	35	20 + (3 × 5 or)	15	
			35				35		

* This will be Domestic Science (General Course) for all girls' schools where Domestic Science is not the special subject ; for other girls' schools and for boys' schools which choose possible Aesthetic subjects, the choice will be from among the general courses in Drawing and Painting, Music and Dancing.
 † One among the following—Domestic or Home Science, Drawing and Painting, Music and Dancing.

SECONDARY EDUCATION

(3) G.O. Ms. No. 1580, Education, dated 17th June 1948.

[Schools—Secondary—Staff for bifurcated courses of studies—Qualifications and scales of pay fixed.]

Order—No. 1580, Education, dated 17th June 1948.

The Government have considered the proposals of the Director of Public Instruction for fixing the qualifications and scales of pay for the staff to be employed for the bifurcated courses of studies in secondary schools under all types of managements. The proposals as approved by the Government are shown in the annexure to this Order.

2. Under the proviso to sub-section (2) of section 241 of the Government of India Act, 1935, His Excellency the Governor of Madras considers that the conditions of service of the temporary posts of teachers sanctioned for the bifurcated courses in Government secondary schools in G.O. No. 1504, Education, dated 7th June 1948, are matters not suitable for regulation by rules. The Director of Public Instruction is permitted to advertise for the teachers required for the teaching of the new subjects in the Government secondary schools immediately. The Director may also instruct the local bodies and private managements concerned to advertise and appoint teachers with the prescribed qualifications.

ANNEXURE.

Course.	Designation of the post.	Qualifications.	Scale of pay for those to be employed in Government secondary schools.	Scale of pay for those to be employed in secondary schools under local boards and private managements.
			RS.	RS.
Secretarial	.. Assistant	.. B.Com. or D.Com. with shorthand and typewriting and teacher's training.	85-5-125-10-175.	75-5-145.
Engineering	.. Instructor	.. L.M.E. or L.E.E. with three years' practical experience in Engineering workshop and three years' experience as Instructor in any recognized technical school.	85-5-125-10-175.	75-5-145.
	Assistant Instructor.	Same as above with a minimum of one year's experience.	85-5-125-10-175.	75-5-145.
	Senior Mechanic.	I Form with Technical experience as First-class Engine Fitter or as Auto Mechanic for a period of at least five years.	45-3-60-2-70	45-3-60-2-70
	Junior Mechanic.	Good experience as a metal turner or carpenter.	40-2-50-1-55	40-2-50-1-55.
	Attender	.. Good experience as a blacksmith or as a striker.	30-1-40	30-1-40.
Agriculture	.. Instructor	.. B.Sc. Agriculture. In the absence of a B.Sc., Agriculture, Higher Technical Certificate holder.	85-5-125-10-175.	75-5-145.
			B.Sc. candidate may be started on Rs. 100 in Government secondary schools and on Rs. 90 in non-Government secondary schools in the respective scales.	
Domestic Science.	Assistant	.. L.T. or B.T. In the absence of persons with the prescribed qualifications a graduate in Home Science untrained.	85-5-125-10-175.	75-5-145.
	Attender (Women).	III Form	24-1-32-1(A)-35.	24-1-32-1(A)-35.
Drawing and Painting.	Teacher	.. A group certificate in Drawing with a Trained Teacher's Certificate of the Higher grade.	45-3-60-2-90	45-2-85.
			An untrained graduate may be granted a fixed pay of Rs. 65 or any higher pay not exceeding the minimum of the time-scale of pay.	

Course.	Designation of the post.	Qualifications.	Scale of pay for	Scale of pay for
			those to be employed in Government secondary schools.	those to be employed in secondary schools under local boards and private managements.
			RS.	RS.
Music	Teacher—Vocal, instrumental and tabla.	Graduate in Music or Diploma holder in Music. Title holders, Sangitha Siromani or Sangitha Bhushan with S.S.L.C. or Matriculation general qualification.	85—5—125—10—175.	75—5—145.

NOTE.—Commercial Instructors and peons should be appointed on the scales of pay already fixed for them. For Agricultural course, maistri and coolie may be employed and their pay (including cost of living allowance) fixed according to the prevailing market rates.

(4) Extract from G.O. No. 846, Education, dated 9th April 1948.

[Adult Education—Scheme—Sanctioned.]

Order—No. 846, Education, dated 9th April 1948.

The Government have had under consideration for sometime past the question of framing a scheme for the spread of adult education with the twofold object of liquidating illiteracy of adults and of improving the knowledge and the education already possessed by adults, through education centres, libraries, cinemas, etc. They have now drawn up a scheme of adult education as follows, which provides—

- (1) adult-literacy schools for liquidating illiteracy among adults ;
- (2) training of staff for adult literacy work ;
- (3) rural colleges for giving higher educational training for persons who have had some school education already ;
- (4) training camps for social service workers ;
- (5) training camps for Citizenship and youth workers ; and
- (6) Visual instruction.

* * * * *

(5) *Training for Citizenship and for leaders in Youth Movement.*—Sanction is accorded for opening a series of courses for this purpose as explained below. The first course will provide for the training of 120 persons for fifteen days for the total number of 180 working hours. Out of the 120 trained, about 40 should be selected to become trainers in their turns in future. These forty should organize 8 training courses each to train 120 teachers in the same way as the first course preferably in the following places :—

- (1) Tiruchirappalli, (2) Coimbatore, (3) Salem, (4) Cuddapah, (5) Bellary, (6) Vijayavada and (7) Kozhikode.

This cycle of training should be repeated thrice during the school year 1948-49 with the first of the central training during the term and decentralized training course during the mid-term, Christmas or Pongal and Summer holidays.

Sanction is accorded for the appointment of a Special Officer for three months on a consolidated pay of Rs. 300 per mensem (Rs. 250 plus Rs. 50), one Stenographer at Rs. 45 plus Rs. 35 special pay for three months, one peon at Rs. 16 per mensem for three months, with the usual dearness allowance, to organize the course of training.

Sanction is also accorded for the following expenditure for each cycle of course :—

	RS.
Food for 120 trainees for 15 days at Re. 1	1,800
Equipment	500
For 5 officers— food, travelling	300
Office expenses	100
Total ..	2,700

* * * * *

II. INSTRUCTIONS ISSUED BY THE DIRECTOR OF PUBLIC INSTRUCTION.

(1) General Organization of Activities and Work in Secondary Schools.*

Pending the orders of Government on the curricular details of the proposed reorganization of Secondary Education in the Province, the Director of Public Instruction is pleased to issue the following instructions relating to the general organization of the work and activities of Secondary Schools which are to be the pre-requisites for the introduction of the new scheme and to impress on the heads and teaching staffs of institutions and the managing and inspecting agencies that these activities are to be as much an essential part of the new scheme as the curricula to be prescribed and the syllabuses in the several subjects to be issued shortly.

The activities referred to in these instructions are to be organized not only in the forms in which the syllabuses of the reorganized courses are ordered to be introduced in 1948-49, but also in all the other forms and in the primary classes, in the schools which have primary sections, in a suitably modified form.

Many of these activities were regarded in the past as 'extra-curricular' and as such they were given a secondary and even nominal place, and some among them were given no place whatever, presumably for the reason that they had no examination value. But as the new scheme envisages reform in the system of examinations and attaches high value to the day-to-day school work and to all school activities, no distinction will be made in future between curricular and extra-curricular activities and all activities will form an integral part of curricular work and opportunities should be provided for all pupils to participate in them, while the members of the staff will be required to organize and conduct them with the same thoroughness and efficiency which only curricular subjects were in the past considered to be entitled to.

While arrangements are being made for the re-training of teachers to organize educative, co-operative and social activities and to integrate them with formal instruction and systematic development of skills, modes of behaviour and habits of action among the pupils, a considerable amount of work on these lines can be carried out even in advance of such training if all teachers endeavour to acquaint themselves with the details of these activities in the same way as individual teachers have done as leaders of extra-curricular activities in the past, for which, except in the case of Scouting and Guiding, no special training was hitherto available.

The constitution of the pupil-body of every secondary school as a responsible, self-governing community acting with the advice and under the guidance of teachers as counsellors will be regarded in future as important a requirement of the work of the school as the covering of a theoretical syllabus, for instance, in History and Civics, and of the passing of a large proportion of pupils in a written examination based on such a syllabus in the past. Student-committees should be appointed and made responsible for the carrying out of such parts of the school management as—

- (i) punctual and regular attendance,
- (ii) orderly and graceful movement,
- (iii) observance of personal hygiene and general school sanitation,
- (iv) daily school assembly,
- (v) issue and collection of library books, sports materials, manual training tools and materials and practical work apparatus in classes,
- (vi) conducting of a school magazine (at least a manuscript one in all schools and a printed one at longer intervals where facilities exist),
- (vii) school debating society,
- (viii) school dramatic and entertainment society,
- (ix) school sports and physical education activities,
- (x) school excursions and camps,
- (xi) school exhibitions,
- (xii) school social service,
- (xiii) school garden and (if there is one) school farm,

* Proceedings No. C. 388-J/48, dated 8th April 1948.

(xiv) school museum, aviary and aquarium, and other similar activities, all of which should be planned as continuous purposive activities, as the basis of, or correlated with, formal lessons, as far as such foundation or correlation is naturally possible.

The unit for the committees may be the individual form, or forms constituted in two or three stages for the six forms, or the school as a whole, according to the nature of the activity and the possibility of correlation with lessons, which at present may be incidental but will be more definite and comprehensive when the new syllabuses are issued.

An example of such organization is given below.

Activities for which the section or form (if it has only a single section) can be a unit with 4 or 5 pupils in charge of each activity for a month and changing over to the next activity in succeeding months—

Sweeping of class room floor.

Maintaining class room walls clean and free from cobwebs, etc.

Dusting of furniture.

Dusting of pictures, maps, etc., in class room.

Class museum.

Class library.

Class garden.

Class attendance, punctuality, personal cleanliness, etc.

Class savings bank.

Class magazine.

Class room drinking water and cups.

Activities for which each form (if it has many sections) or each of the departments (lower secondary and high school, if each form has only one section) can be a unit, or for which alternatively 'houses' (named after national heroes) can be formed for the whole school:—

Sports and games—Intra-mural.

Debating Society.

Dramatic Society.

Court of Honour (Executive).

Court of Honour (Judicial).

Activities which can be organized with the whole school as the basis, with representatives from each section or form:—

Flag and assembly.

Safety squad.

Sports and games—Inter-school.

School museum and picture gallery.

School reading room.

School newsboard.

School choir.

School Magazine or Annual.

School garden.

School book and stationery depot.

Scout group.

Junior Red Cross group.

Social service squads.

Squad of pioneers or explorers.

It is not proposed to explain the activities in detail, as any good and up-to-date manual on school organization will give them. Head-teachers are, however, informed that, pending the departmental publication of such a manual for this province, they will find the *Handbook of Suggestions for Teachers* issued by the Board of Education (England) useful; some of the activities are also described in the *Madras Elementary Education Manual* (Government Press, Madras).

All the committees between them should absorb all the pupils. A system of rotation by which each pupil will get experience in all the activities should be planned and the tenure of the committees should be fixed as a school term, or such other part of the school year as may be convenient, with due regard to making the experience substantial and lasting.

Although leaders will normally be elected, considerable guidance should be given to make the elections intelligent, orderly, decorous and fruitful, and in themselves a form of civic training, and to make the leaders realize their responsibilities.

At least two kinds of records should be required to be maintained by the pupils, one a record of the work of the committees and the other the pupil's individual record of his own acquisition of skills and knowledge and of his progress in general.*

* For examples of such records, see the books *Junior citizenship series* (McGraw Hill publication).

When the new scheme comes fully into force, these records will form for the pupils the connecting link between the activities and formal instruction, while the teachers will then maintain their own records of the schemes of connexion and correlation and the progress towards the pre-planned objectives of the syllabus in the first instance and of life in society itself ultimately.

It is expected that teachers may already be familiar with the activities in some degree in the form of extra-curricular activities in their own or other neighbouring schools and conducted one or more of them themselves. But what the new scheme demands is much more than mere acquaintance with them or a past connexion with conducting them ; it is active participation and practice by every teacher with the necessary recognition and appreciation of their integral connexion with school work and the educative process itself. Teachers are therefore expected to refresh such knowledge and training as they may have in the past and add to it by present endeavour to make themselves up to date and fully prepared for their work.

In endeavouring to make themselves up to date all teachers and head-teachers are particularly advised to obtain and study Nai Talim literature on Basic Education to understand and appreciate the setting of the new scheme. The books are (1) *Educational Reconstruction* (Re. 1), (2) *Basic National Education* (As. 12), (3) *The Latest Fad (Kripalani)* (Re. 1-4), (4) *Seven Years of Work* (As. 8), (5) *Cardboard Modelling* (Re. 1-4), (6) *Basic National Education—Revised Syllabus for Grades I to V* (Re. 1), (7) *Basic National Education—Syllabus for Teachers' Training schools* (Re. 1-8), (9) *The Activity School, by Adolph Ferrier*; these books are available from Tamilnad Basic Education Society, Kilamoongiladi, Chidambaram, or Tamil Noolagam, 3, Sambasivam street, Tyagarayanagar, Madras-17.

While further detailed instructions on the activities in general are considered unnecessary at the present stage, the Director of Public Instruction, however, desires to impress on all teachers and head-teachers the special value of two among these mentioned, which are the Daily School Assembly and Organized Social Service by the School.

Although the Daily School Assembly in its orderliness and solemnity has certain points in common with an assembly gathered solely for congregational prayer, teachers and head-teachers should appreciate the wider and more comprehensive function of the former and its educational purpose and endeavour to obtain its full benefits by properly planning it in advance for every day. It should be remembered that the assembly brings into homogeneity the scattered disposition of the pupils and helps to bring it to focus on the day's work and purpose in relation to the conditions and circumstances of the day. The manner of orderly assembly and the general silence and solemnity largely achieves the first purpose. Serious music further helps this object and a specially selected non-denominational song or the school song (which every school should have) or both, together with the National Anthem, will be the most suitable form of music, sung in chorus by all or by a selected group of pupils (but the National Anthem and the school song should be sung by all, teachers not excepted). If the assembly is held in the open, a special place should be appointed and may well be marked by the school flagstaff ; and the school flag, if there is one, or the National Flag, may be hoisted just before the singing. The second purpose is achieved by a brief address not extending beyond five minutes with reference to, but not by any attempt at, a summary of the events of the day and the work for the day before the school community. A minute or two of general announcements should close the assembly.

The flag, if the assembly is held in the open, need not be hauled down after the assembly, but hauled down only at sunset, when the school bell can be rung to indicate it, so that all stand to attention wherever they are, without any need for assembling again. It should be remembered that inasmuch as the flag is to be ceremonially hoisted every morning, it is but logical that it is hauled down at some part of the day ; and sunset is a most suitable time for it.

Full instructions on the hoisting of the flag have been separately issued.

The aim of Organized Social Service is twofold ; firstly, it is to train the pupils themselves for life by the practical activities connected with such service ; and secondly, it is to create continuity and connexion between the school and the society

erved by it, thus making the school a community centre serving not only the youth but also the adult population of the place. It should therefore be an essential part of the work of the school to provide certain definite concrete social service activities, some of which, like street-cleaning campaigns, may be suitable for pupils of all ages and forms and others, like adult education programmes, may vary according to the ages and educational grades of the pupils. Examples of social service activities are—

- (1) Street cleaning campaigns ;
- (2) celebration of national festivals and heroes' days ;
- (3) providing periodical entertainment (a) to the younger children of the area and (b) to the adults of the area ;
- (4) helping in a people's reading room and library ;
- (5) picture-illustrated talks and actual demonstrations of physical activities to the public ;
- (6) running a first-aid station ;
- (7) organizing exhibitions to educate adults in better ways of living ;
- (8) demonstration of cottage industries ;
- (9) organizing special days like children's day, old pupils' day, animals' day, tree-planting day, gardens' day, health week, etc., and following them up with continued activities in the respective lines.

It is not the intention of the Director of Public Instruction that all the activities indicated should be started at the same time or in any undue haste. But at least a few should be selected according to the qualifications of the existing staff and begun in a substantial way and maintained continuously. Their progress and such results as may be observed may be got recorded by the respective student-leaders and these records reviewed and preserved as a guidance to further progress and as examples for recording the new activities started subsequently. Apart from these detailed records, the head-teacher will be well-advised to maintain an informative log-book recording the chief developments periodically.

All the above activities ought to be regarded as an integral part of school organization contributing to what is known as the 'tone' of the school. This 'tone' can be symbolized further by the type of decorative pictures and mottos in the classrooms and assembly halls and, above all, by a distinctive school crest and school motto, the significance of which should be understood by every one in the school. The crest and the motto should place an ideal before the staff and the pupils towards which to strive as a school in conformity with the general aim of education distinguished by the individuality of the school and its special tone.

(2) Teaching of the subjects of the curriculum.*

The District Educational Officers and Inspectresses and Principals of Training Colleges are informed that the draft syllabuses for all the subjects in Form I should be followed until the syllabuses are finalized and published. Copies of these draft syllabuses have been published in the Gazette and spare copies have already been issued through the Inspecting Officers to the schools. The finalized syllabuses are proposed to be issued as soon as possible and as the changes are not expected to be very material, especially at the Form I stage, it will be possible for the schools to follow the finalized syllabuses as soon as they are issued.

2. In this connexion their attention is invited to the second part of paragraph 9 of G.O. No. 1394, Education, dated 29th May 1948, communicated in the Director's proceedings, emphasizing the importance of a change in the outlook in teaching and of the organization of activities and correlating them with instruction.

* Proceedings No. 1201-B-1/48, dated 18th June 1948.

3. The distribution of periods given in the annexure to the proceedings referred to above is in the nature of suggestion in relation to the draft syllabuses in the several subjects. Deviations in the time allotted to the subjects may be made subject to the approval of the inspecting officers provided there are good reasons and the variation is not detrimental to the interests of any subject.

4. The teaching of Social Studies should be entrusted to teachers of wide experience and a conspicuously wide range of general knowledge. A guide to teachers on the teaching of this subject will be issued shortly. The teaching of this subject should be as practical as possible.

5. The teaching of Citizenship should be placed in the hands of specially trained teachers if the school has in its staff one or more teachers trained recently in the training courses conducted in this subject. Inspecting officers are requested to organize with the assistance of these trained teachers and through the agency of Teachers' Associations at their meetings the training of other teachers in the teaching of this subject.

6. Every boys' secondary school should provide one among the three crafts, Handloom weaving, Woodwork, and Gardening and Agriculture, and every girls' secondary school Homecraft as the craft with which instruction in the subjects should be correlated. Until such time as specially trained teachers are available the services of Manual Training Instructors and teachers who hold Government Technical Examinations Certificate or other equivalent qualifications in the craft should be used for the teaching of the craft and arrangements should be made for every other teacher to be acquainted with the general principles of the craft, the arithmetical, scientific and social knowledge connected with them. Thus, for example, the teacher of Mathematics should obtain from the Weaving Instructor details of the nature of calculations relating to the cost and quantity of materials and the measurement and value of the outturn, etc., while the teacher of Social Studies will obtain from the same instructor details of the history of the development of the craft, the geography of the source of raw materials and the market for finished products of the craft and the social relationship involved in the practice of the craft. The teacher of science will also acquaint himself with the scientific principles underlying the craft, e.g., in the case of weaving, the cultivation, varieties and qualities of cotton, atmospheric influence on cotton and yarn, and method and materials for the sizing of yarn, indigenous methods of composition of simple dyes, etc. Similar correlation should be established for other crafts. Such correlation demands on the part of the headmaster or headmistress of the school active, intelligent, and thorough organization and provision for frequent staff conferences bringing the teachers together and enabling them to acquaint themselves with the craft bearing on their respective subjects. As a result of these meetings, the syllabuses should be elaborated in the form of more detailed schemes of work which should show the nature and extent of the correlation between the craft and other subjects.

These instructions should be read along with those communicated in Proceedings No. C. 298-B-4/48, dated 6th March 1948 (Flag Salutation) and Proceedings No. C. 388-J/48, dated 8th April 1948 (General Organization of Work and Activities in Secondary Schools) and other instructions which may be issued in future and it is most important that inspecting officers, headmasters and headmistresses and teachers of all subjects realize that the scheme envisages the education of the pupils as a complete whole with all its aspects comprised under curricular subjects and corporate activities as its connected, correlated and co-ordinated parts.

Inspecting officers and principals of training colleges with model schools attached to them are requested to submit to this office by the 1st of July a list of secondary schools in their jurisdiction, the crafts selected by them for introduction in Form I and the arrangements made for their teaching and equipment. They should also submit a report of the local arrangements made for preparing the teachers to handle the new subjects in the proper spirit. They should personally satisfy themselves that the craft activities and the general change in outlook are substantial and genuine and be themselves in a position to guide the schools.

(3) Languages—Transitory Instructions.*

Position of English in Forms II to VI.

The existing syllabuses in English will continue to be followed in Forms II to VI during 1948-49, Forms III to VI in 1949-50 and so on. The revised syllabuses will start in Form II† in 1949-50. The existing kind of text-books subject to the instructions regarding their prescription, may, therefore, continue to be followed in those forms for which the old syllabus is being followed in the respective years. The revised syllabus in English from Forms II† to VI is expected to be finalized within a few weeks and this will give time for the preparation and publication of suitable books for use in Form II† in 1949-50. Except that no English will be taught in Form I in 1948-49, the teaching of English will be the same in 1948-49 as in the previous year.

Text-books and syllabuses in the Regional Languages in Forms I and IV.

Form I.—Although text-books fully conforming to the requirements of the revised syllabuses in the Regional languages for Forms I and IV have not yet been published, it will be possible for many schools to use existing text books in connection with the revised syllabuses with a proper understanding of their aims. Schools are, therefore, permitted to use the existing text-books with the new syllabuses in Form I supplementing them by the teachers' preparation of the requirements of those parts of the syllabuses for which the existing text-books do not provide.

Form IV.—In G.O. Ms. No. 1394, Education, dated 29th May 1948 (paragraph 9), the existing syllabuses have been allowed to be followed in all forms except Form I. This means that there need be no change in the language teaching in Form IV. Some schools may however desire to take advantage of the provision in the new scheme for the study of two languages, the regional and another for four periods each, but it will not be possible for some weeks to notify the finalized syllabuses. Such schools may however follow in conjunction with available text-books and with such modifications as are found necessary being made by the teachers, the draft revised syllabus either for the intensive first language course of 8 periods a week or for the non-intensive first language for 4 periods and a second language for 4 periods on the basis of the following instructions:—

The general principles of the syllabus will be the same as for the intensive course of 8 periods, but it is suggested that one period a week may be given to composition and translation alternately and that 3 periods may be given for the texts with incidental teaching of grammar along with the texts by the inductive method; no formal instruction in grammar is to be given, but an acquaintance with the main principles according to a syllabus will be expected and no direct question on grammar is proposed to be set in the question papers. It is also proposed that the text-books for non-detailed study may be the same as for the intensive course but that the question paper may be different and on a lower standard than that for the intensive course. The portions in detailed study for prose are to consist of 50 pages for each form and the number of lines of poetry to be 400 for each of Forms IV and V and 500 for Form VI, the selection being different from those of the intensive course. These instructions may be taken as guidance for the immediate purpose of planning the teaching in school until the finalized syllabuses based on these principles are notified.

The syllabuses in the second language for Form IV of 1948-49 and the higher forms in the following years are being finalized on the basis of 4 periods a week and will be notified shortly. Till then the draft syllabuses may be followed in these languages at an accelerated rate in view of the increased number of periods, viz., 4 periods instead of the 2 periods a week on the basis of which the draft syllabuses were prepared.

* Proceedings No. 2737-E/47, dated 7th July 1948.

† Since ordered as Form I.

If suitable text-books however are published soon enough during the year 1948-49 following the notification of the finalized syllabuses in the regional and second languages, there will be no objection to schools prescribing these text-books if on scrutiny they are found to be suitable. The question whether such books need the approval of the Text-Book Committee or not will be considered if and when such books become available.

Transitory provisions applicable to Muslim high schools and Urdu sections of high schools, except for Muslim schools which have already had the Regional Language as the first Language and the medium of instruction, e.g., Moplah secondary schools, and will therefore be in the same position as non-Muslim high schools.

First Language in Forms I and IV.

First language in Forms I and IV in 1948-49 may continue to be Urdu in Forms I and IV but every effort should be made to change over as early as possible to the Regional Language. For this purpose special arrangements should be made for teaching the Regional Language if necessary even out of school hours as the second language so that the change over to the Regional Language as the First Language and medium of instruction can be effected in 1949-50 or 1950-51.

As soon as the pupils acquire sufficient proficiency they should be transferred to the Regional Language sections. Headmasters are also permitted to adopt a lower standard for these pupils in the matter of promotion.

First Language in Forms II and III.

Although the reorganization does not apply to Forms II and III in 1948-49 the pupils of these forms should be brought under these new schemes as early as possible and at any rate not later than the time that they come up to IV Form when they will be expected to study the Regional Language as the First Language. The pupils of these forms should, therefore, be given sufficient instruction in the Regional Language in 1948-49 and 1949-50 so as to be able to study it as the first language and use it as the medium of instruction in Form IV in 1951-52 at the latest.

First Language in Forms V and VI.

These pupils will be allowed to complete their high school under the existing scheme namely with Urdu as the first language and English as the second language and the present arrangements for any language or subject which may be taken under "C" Group.

Second Language in Form I.

Schools which are permitted to have Urdu as the First Language in 1948-49 as a transitory measure will have the Regional Language as the second language and will continue this language in Forms II and III in future years.

Second Language in Form IV.

For schools which are permitted Urdu as the First Language under the transitory provision for 1948-49, the second language may be the same as for non-Muslim schools if they exercise the option to study a second language instead of using the time for it for intensive course in the First Language but in the interests of these pupils coming into line with other schools in the Province, the school should encourage as many pupils as possible of Form IV to take up the Regional Language as the Second Language to enable them to use it as the medium in future years.

Pupils who take Urdu as the First Language under the transitory provision in 1948-49 will be allowed to continue it as the first language in Forms V and VI. They may be permitted to continue in Urdu medium sections or join the English medium sections.

Second Language in Forms II and III.

As in the case of Form I in 1948-49, these schools should prepare the pupils for the use of the Regional Language as the first language and the medium of instruction in Form IV and they should therefore encourage the study of the Regional Language as the second language although a choice is given to them of various

languages to select from. The permission given in Director's Proceedings R.C. No. 544-E/48, dated 31st May 1948 for Muslim Secondary Schools in which Urdu is the medium of instruction in Forms I to III to continue the Urdu Medium for the three years 1948-49, 1949-50 and 1950-51 is applicable to schools in which no instruction whatever was given in regional languages before or in which instruction in the Regional Language as second language is not of a sufficiently high level for its use as the medium in the next and succeeding years.

Medium of Instruction in Form IV.

In schools or sections of schools which are permitted to have Urdu as the first language in Form IV, the medium of instruction will, as a special case, be permitted to be English. The continuance of this medium in Form V and above will not be permitted as a matter of course. The question will be examined again with reference to the attainment of pupils in the particular schools in the Regional Language taught as the second language in Form IV in 1948-49.

These Proceedings should be communicated to the heads of all institutions under their control *immediately*, and the date of despatch should be reported to the Director.

(4) Languages—Medium of Instruction.*

Copy of Note of the Hon'ble Minister for Education, dated 2nd July 1948.

Please see herewith a copy of the statement that I have issued to the Press. This only makes clear the existing policy of Government. The Director of Public Instruction may be asked to take steps to remind our officers of this policy and give facilities for the various people as mentioned in the statement.

The Hon'ble Sri T. S. Avinashilingam, Minister for Education, has issued the following statement to the Press :—

Recently, there has been some controversy with regard to the medium of instruction in the Madras City high schools. I want to make it clear again that, for purposes of instruction, Telugu, Malayalam and Kannada will also be regarded as regional languages and that schools which want to start classes with any of these languages as medium of instruction will have as much facility as for Tamil.

It has also been represented to me that certain managements in the City have closed down Telugu Sections. The Government regret these decisions and would request those managements to desist from taking such steps and to provide facilities for people who want Telugu and other languages in the same manner as Tamil.

With regard to multi-lingual areas, where two or more languages are prevalent, the policy of Government is to recognize all these languages for purposes of instruction and the Government will help all managements including aided and local boards to provide instruction of children in those languages. This particularly applies to the border areas like Chingleput, Chittoor, etc., where there are people speaking Tamil and Telugu. The educational authorities have authority to recognize both these languages as medium of instruction in those places.

Director's forwarding endorsement.

Copy communicated, dated 12th July 1948. The statement of the Hon'ble Minister for Education makes clear the existing policy of Government. The officers are requested to bring this to the notice of heads of all institutions under their control immediately.

The managements of all schools under their control should provide the necessary facilities for pupils desiring to have as their medium of instruction any one of the languages specified in the note of the Hon'ble the Minister for Education, dated 2nd July 1948.

* Proceedings No. 1765-E/48, dated 12th July 1948.

(5) Languages—Teaching of Sanskrit.*

Headmasters and Headmistresses are informed that the instructions issued on page 3 of R.C. No. 2737-E/47, dated 7th July 1948, requiring that pupils studying Urdu in Forms II and III in Muslim schools and Urdu sections to be taught the Regional Language to prepare them to take it up as the first language when they reach IV Form are applicable also to pupils reading Sanskrit in Forms II and III in 1948-49 and in Form III in 1949-50. When such pupils reach IV Form they may study either the Regional Language intensively, or take up the general (or non-intensive) course in Regional Language together with Sanskrit or any of its alternatives as the second language. As the study of Hindustani in Forms II and III for these pupils under the old scheme is optional, provision may be made for their study of the Regional Language during the time when other pupils in the respective forms study Hindustani (optional).

(6) Languages—Correlation with Crafts.†

As suitable text-books according to the revised curriculum are not yet ready in the Regional Languages and as schools have been permitted to use the old text-books in conjunction with the new syllabus supplementing the text-books by the teachers' special notes, the following instructions are issued for the guidance of teachers of the Regional Languages in Form I.

2. Although the Regional Language under existing arrangements is taught by a specialist language teacher (Pandit), it is essential for the requirements of the reorganized scheme that such teacher and every other teacher should be familiar with the contents of the whole syllabus in all the subjects in order to appreciate the foundation of language teaching in crafts, general activities and knowledge lessons of the whole scheme. That is to say, the teacher should no longer regard the subject he teaches as an isolated and unconnected unit, having nothing to do with the other subjects of the syllabus. The reorganization does not contemplate the functioning of craft teachers as a separate body of teachers but envisages every teacher being familiar with one or more crafts and competent to correlate his teaching with the crafts and other activities. For this purpose, the craft classes of the current year should be in charge of the class teachers and the position of the craft or artisan instructor (appointed as a transitory measure) will be more that of a technical attender rather than a teacher himself; the teacher should himself actively participate in the craft classes, learning the craft himself by his participation. Schools or groups of schools or teachers' associations may also arrange craft training classes for the more intensive training of the teachers in the crafts. The teacher is also expected to take his due share of responsibility for directing and guiding one or more of the general activities of the school as given in detail in the proceedings of the Director of Public Instruction, C. No. 388-J/48, dated 8th April 1948. Under such circumstances it will be obvious that a considerable amount of the correlation of the subjects with the crafts and activities and of the subjects among themselves will have to be thought out by the teachers individually and also collectively at meetings or study circles of staff associations. Any guidance given in the form of departmental instructions can only be general in scope and cannot be expected to cover all the details. It is only as a bare indication of the scope of correlation that certain examples are given here. An important factor to be borne in mind by the teacher is that correlation should be natural and spontaneous and it is very much in the teacher to see that the correlation is not forced or artificial.

A few examples of correlation with language work are given under :—

(a) *Vocabulary (Speech and Writing).*—The vocabulary of the text-book may be supplemented by the vocabulary relating to the craft provided in the school and general activities. This vocabulary will include in the case of crafts—

- (1) the names of the tools used ;
- (2) the names of the materials used ; and
- (3) the names of the processes employed in the craft.

* Proceedings No. 2737-E/47, dated 20th July 1948.

† Proceedings No. 2737-E-1/47, dated 21st July 1948.

Examples are—(i) Craft : Weaving—the local equivalents of—

(1) Handloom and its parts, e.g., slay, reed, shuttle, heald, bobbin, pirn, roller, beam, warping beam, treadles, etc.

(2) Grey yarn, coloured yarn, warp, weft, names of dyes, sources of dyes, size, names of sizing materials, etc.

(3) Shedding motion, take-up motion, feeding motion, sizing, picking, threading, tying-up, etc.

Similar vocabulary should be introduced for the other crafts.

(ii) *Activity*.—School assembly—

(1) The designation of office-bearers.

(2) The names of the articles of equipment and of the place of assembly.

(3) The commands used for orderly movements, etc.

The introduction of the vocabulary should be attended with the teaching of the correct pronunciation and spelling of the term introduced.

(b) *Language exercises*.—Descriptions of the craft processes will be a good form of language exercise. Such exercises offer when correlated with the craft a unique opportunity for precise expression. For example, the description of a craft process requires the correct use of prepositions and is therefore a good corrective against the vague use of prepositions which is a common fault of pupils' composition exercises of to-day. In the case of nouns and verbs also, it will be found that correlation of language teaching with the crafts will lead to clearness of expression.

(c) *Composition (Oral and Written)*.—Craft-work lends itself to composition in the regional language in a realistic way. Description of any activity in sequence will form an excellent exercise. Other formal exercises will take the shape of the writing and checking up of stock lists of tools and materials and of including brief descriptions of the craft work done in the daily diaries of the pupils. Letter-writing exercises can acquire realism in the form of ordering tools and materials from dealers trading in them, and in later stages in the form of correspondence with the co-operative societies or the officers of the co-operative and industries departments. Another variation of composition exercises connected with the craft will be in the form of directions to the users of the tools and materials or directions for the proper maintenance of the place and equipment used for the craft, e.g. "A place for everything and everything in its place" cannot be better illustrated and used than in craft-work. Similar directions can be got written as composition exercises in language, re-written in bold type and pasted on board as part of the work in arts and used as notices in the craft room.

In the same way directions for the several school activities can be written up such as daily school routine, duties of school office-bearers, description of the school activity organization, programme of school debating societies, records of excursions and above all articles for the school magazine.

(d) *Poetry*.—A refreshing variation can be introduced in the reading of poems by choosing those connected with the craft and the life of craftsman of which local folk lore will be able to furnish many.

In connexion with activities, the singing of the national and provincial-songs at the assembly will be a natural form of correlation. The composing of school songs and songs on topical events can lend themselves admirably for correlation between language and activities. Recitation of hymns and verses at the assembly can be another form of correlation.

(7) Languages—Revised distribution (1949).*

The following instructions are issued with regard to the teaching of English for Forms I to VI instead of for Forms II to VI as per G.O. Ms. No. 1531, Education, dated 13th May 1949 :—

(1) In Form I, six periods may be allotted for English. To make available the six periods required for English in Form I, it is suggested that 4 periods from

* R.C. No. 1166-E1/49, dated 20th May 1949.

Arts and Crafts, 1 period from Social Studies, and 1 from Physical Education may be taken and given to English. It may be noted here that the consequential allotment of periods in this respect is not absolute, but only suggestive.

(2) The syllabus in English for Form II under the reorganised course as published recently in the finalized form may be followed in Form I in 1949-50. For Form II, the reorganised course syllabus for Form II together with a part of the same syllabus for Form III may be done in 1949-50, so that, when these pupils go into Form III in 1950-51, they will do the rest of III Form syllabus and the whole of the IV Form syllabus. The Headmasters may use their discretion in this matter, and make the necessary adjustments and, it is hoped, they will do their best to see that pupils do not suffer as a result of these unavoidable changes.

(8) Arts and Crafts—Syllabuses and Teaching Staff.*

SYLLABUSES.

Instructions have already been issued in Proceedings R.C. No. 1201-B-1/48, dated 18th June 1948, that every boys' secondary school should provide at least one among the three crafts Handloom-weaving, Woodwork, Gardening and Agriculture and that every girls' secondary school should provide Home-craft as the craft with which instruction in the subjects should be correlated. The question has been asked whether a boys' school can provide more than one craft. For the same class or section of pupils, the craft should be the same, but in a school in which there are two or more sections in Form I in 1948-49, different crafts may be provided according to the resources of the school in respect of accommodation, equipment and instructors for each of the different sections as a whole but the craft once taken in Form I by a set of pupils should be continued by them till the end of Form III. At the same time, it should be remembered that the nature of correlation with the academic subjects will be different for the different crafts and that either a teacher should be competent to teach through more than one basic craft or different teachers should be available to teach the academic subjects through different crafts. It will also be more economical to have only one craft, as the same equipment and space can be used for more than one section. It is, therefore, advised that, as a rule, schools start with only one craft in Form I in 1948-49.

2. The equipment for these crafts is not considered to be so expensive as to require any advance grant. Provision has, therefore, been made for the grant under the usual procedure for equipping these classes.

3. It should be noticed that the curriculum provides for arts as well as crafts and suitable provision should therefore be made for arts also. The syllabus to be followed in arts in 1948-49 is that published in the *Fort St. George Gazette* under DRAWING (Subsidiary) and the necessary provision of time should be made for this subject.

4. Music of an elementary nature such as community singing is expected to be provided in this group of subjects either within the time-tables or among the social activities preceding or following class-room work. This applies both to boys' and girls' schools and if the schools themselves can so arrange their time-tables as to provide for more than the minimum in this respect without prejudice to the interests of other subjects, they may do so. A syllabus in Elementary Music will be shortly published and this may be used as a suggestion, as it is not expected that all schools, will be able to find the time to follow it entirely.

5. According to the old method of compartmentalized subjects it may not be possible to allocate a sufficient number of periods for each of the three subjects of the arts and craft groups. In the suggested distribution of time, seven periods a week have been allotted in Form I and three in each of Forms II and III and four for each of Forms IV to VI of the academic courses. The arts and crafts of the diversified courses will be determined by the requirements of the courses in those subjects. It may thus appear that after the first form the number of periods is not sufficient according to the old standards. As the scheme is however being introduced only in Forms I and IV, the problem does not arise in 1948-49 and it is at the moment

* Proceedings No. 2737-E/48, dated 9th July 1948.

only academical in respect of Forms II, III, V and VI. The working of the correlated curriculum may indicate possibilities of finding time to do justice to the objectives of the several syllabuses in Arts and Crafts. In any case, head-teachers and class teachers are informed that, in consideration of the newness of the reorganized scheme, results will be judged with reference to all the circumstances and that, so long as conscious efforts are evident in the new curriculum, results will be judged with the necessary latitude for the prevailing factors.

6. In Form IV of 1948-49 of the academic courses, the syllabuses in **DRAWING** (Subsidiary) (draft already published) and **Music** (General) (to be shortly published) will be followed.

7. It should be remembered that in the re-organized scheme Arts and Crafts and the academic subjects are not to be treated as separate units but as part of an integrated scheme and the syllabuses should therefore be read along with the instructions regarding the organization of school activities given in the Proceedings referred to above. It should also be noted that these general activities are connected with certain particular topics of the syllabuses, especially in Social Studies and Citizenship and that, therefore, teachers should study the curriculum as a whole and note the possible correlation between the crafts, general activities and the academic subjects.

TEACHERS.

8. Instructions have already been given that until such time as specially trained teachers are available the services of Manual Training Instructors and teachers who hold Government Technical Examination Certificates or other equivalent qualifications in the crafts should be used for the teaching of the crafts and that arrangements should be made for every other teacher to be acquainted with the general principles of the craft and the curricular objectives connected with them. Where such teachers are not available the services of artisans may be utilized for craft instruction as a transitional arrangement during 1948-49, but it is expected that arrangements will be made at the same time for every teacher to obtain a working knowledge of the craft by arranging special practice circles for teachers during holidays. These craft practice circles should also function as study circles to utilize the knowledge of the craft thus acquired for correlation with the academical subjects. As a guide to teachers in this matter, it is proposed to issue guide books departmentally as early as possible but their publication need not be awaited for the formation of the craft practice and study circles which may start work at once with whatever background of knowledge which head-teachers and class teachers possess and can command as professionally trained teachers with their own background of educational ideas and study of new methods in education. Attention is also invited to Proceedings C. No. 388-J/48, dated 8th April 1948 in which a list of books on the new methods is given.

9. The employment of artisan instructors for the above purpose in the absence of craft qualified teachers will be admitted for purposes of grant.

10. As it is considered that persons with a high degree of proficiency in Music are not at the present stage necessary for the teaching of community singing or general music, teachers who are competent in an ordinary sense to handle such classes in music may teach this subject.

11. The work in Drawing may be shared between the Drawing Masters and the Manual Training Instructors if the latter are qualified in Drawing but head-teachers should take care to explain the scope of the revised syllabus so that the teaching is correlated to the other subjects.

Inspecting officers are requested to bring these instructions to the notice of heads of all secondary schools under their jurisdiction immediately.

(9) Arts and Crafts—Equipment. *

In connexion with the introduction of craft training in Form I during 1948-49 under the reorganized scheme the question of the requisite equipment for imparting

* Proceedings No. 1039.E-2/48, dated 5th August 1948.

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instruction in Handloom-weaving, Woodwork, Gardening and Homecraft was examined and the Director is pleased to issue the following instructions in this connexion:—

2. While giving a list of equipment required for craft-work the Director desires to impress upon the inspecting staff and the managements of schools the danger in equipping schools in haste. The teachers who prepare the indents and later purchase the materials must have a clear knowledge about their quality and use. The sanctioning authority should therefore personally satisfy himself that the staff of the school concerned is competent to handle the equipment sanctioned unless this precaution is taken it is possible that equipment of an inferior quality (and even useless stuff) may find its way into the schools. It is also possible that equipment purchased before the staff are not ready and competent to handle them is kept idle. The depreciation when implements are kept idle is greater than when they are in use.

3. The minimum equipment required for introducing (a) Handloom-weaving, (b) Woodwork and (c) Gardening in Forms I to III is given below :—

	RS.	RS.
(a) Handloom-weaving—		
5 looms with accessories		500
(b) Woodwork—		
5 Saws	50	
5 Planes	50	
20 Chisels and wooden hammers ..	140	
2 Hand drills	20	
1 Grinding stone	25	
2 Screw drivers	2	
40 Foot rules	10	
5 (Bench) vices	75	
5 Files (different sizes)	7	
5 T Squares	10	
Wood, etc.	111	500
(c) Gardening and Agriculture—		
20 Spades	60	
20 Weeding spades	20	
6 Crow bars (different sizes) ..	50	
2 Shovels	16	
10 Buckets	30	
20 Baskets	20	
1 Water can	4	
20 Knives	20	
1 Axe	10	
20 Sickles	30	
3 Shift latrines	120	
Seed manure, etc.	120	500

4. The above list should be treated as suggestive. Headmasters are free to equip their schools taking into consideration local requirements, prices, etc. Wherever possible, the schools should be encouraged to produce their own equipment, e.g., ropes baskets, manure (by proper use of shift latrines) warping frames, etc. The craft produce must be sold and the sale proceeds brought to account and utilized for purchase of raw materials for future use.

(10-a) Arts and Crafts—Hobbies and Practical Activities in the Higher Forms *

Under the Scheme of Reorganization of Secondary Education dealing with the academic course provision is made for the teaching of Arts and Crafts in higher forms, Forms IV to VI—*Vide* annexure to the Government Order. It has also been stated in paragraph 7 of the Government Order that after Form III Domestic Science will be a specialized subject of study and examination in high schools for girls. A draft syllabus in Domestic (or Home) Science (Subsidiary has been

published in the *Fort St. George Gazette*, dated 16th January 1948 and this draft syllabus will be finalized and notified in due course.

2. In the case of boys' high schools it was stated in Director's Proceedings R.C. No. 2737 E1-/47, dated 2nd August 1948, that instructions regarding craft for Forms IV to VI of the academic course were under issue. It has since been recommended to the Director that the use of the term "Craft" may be limited to the first three forms and that the term "Hobbies and Practical Activities" be substituted for the word "Crafts" occurring under the heading 'Arts and Crafts' for Forms IV to VI of high schools for boys. The Director accepts this suggestion.

3. For these Hobbies and Practical Activities, instruction for every pupil in at least one of the following, or a choice of at least one from among more than one according to the number of sections in the respective forms and the resources of the school in respect of space, equipment, and instructional facilities, should be provided in all high schools for boys:—

- (1) Pottery painting
- (2) Cardboard work
- (3) Book-binding
- (4) Practical telegraphy
- (5) One of the following items included among Proficiency badges of the Citizenship Training Scheme for Forms V and VI, viz:—

- (a) Bee-farming
- (b) Poultry-farming
- (c) Farming
- (d) Gardening
- (e) Dairy-farming

While the above Hobbies and Practical Activities are chiefly intended for boys' schools in Forms IV to VI corresponding to Domestic (or Home) Science in girls' schools in these forms, girls schools are not precluded from providing for any one of the above subjects in addition to but not in the place of Domestic (or Home) Science.

4. With regard to the above subjects included under Hobbies and Practical Activities the Director does not propose to issue any syllabuses. The syllabuses in these subjects may be framed by the headmasters of schools themselves on the particular subject or subjects selected by the school and got approved by the concerned inspecting officers, viz., District Educational Officers or the Inspectresses, as the case may be.

5. If any school desires to introduce a subject or subjects other than those mentioned in paragraph 3 above, suggestions regarding such subjects may be obtained from the headmasters concerned and submitted to the Director for consideration.

(10-b) Schools—Secondary—Reorganization—Hobbies and Practical Activities for Forms IV to VI—Inclusion of new subjects

The following subjects may be studied under "Hobbies and Practical Activities":—

- (1) Leather work
- (2) Fret work
- (3) Lino-cut
- (4) Rattan work
- (5) Carpentry
- (6) Photography

under conditions laid down in paragraph 4 of the Director's Proceedings C. No. 650-E1/49, dated 19th March 1949.

(11) Citizenship Activity in Schools. *

FORMATION OF STUDY CIRCLES.

While specific training is necessary for teachers who have to undertake Citizenship Education, yet it is possible for them as a tentative measure to make a beginning and achieve some progress while they are waiting to be trained.

Study circles in localities where these are possible will enable those who have received practical training to pass on the instruction to those who have not been able to attend a training course. With mutual help and co-operation much of the scheme can be understood.

Citizenship scheme has two aspects, namely (1) *the day to day duties of the school*, and school management, such as attendance of pupils, the daily assembly, keeping the school and classrooms spick and span, duties connected with the library and the school societies, and other such activities; and (2) *the specific training in Citizenship* to be given to Forms I, II, III, IV and also Forms V and VI.

CITIZENSHIP ACTIVITY.

Part I.

This is based on remodelling the school organization and the adoption of the Squad system. Squads consist of eight pupils as a maximum and they are under the control and guidance of a Squad Leader who is elected by the members of the squad. The class as a whole is under the guidance of a Class Pupil Leader elected by the pupils of the class. Likewise there is a School Pupil Leader elected by the school.

The several duties connected with the school are undertaken on the class basis. And when a class has undertaken a duty, one of the squads or more than one squad (if it is necessary) will undertake it and carry it out.

The Class Leader is an important functionary in this scheme.

So also is the School Pupil Leader, when the general requirement of the school are concerned.

Government of pupils by the pupils for the pupils is the ideal.

A Class Council consisting of the Class Pupil Leader and the Squad Leader is responsible for the executive duties connected with the class.

Similarly there is a School Council consisting of the School Pupil Leader and the various Class Pupil Leaders. They decide questions affecting the school as a whole.

The head-teacher and the members of the staff exercise a friendly control and are of help and guidance to the pupils.

The planning of the duties connected with the school and the various classes, and the amount of initiative taken by the pupils are valuable as education, and they instil citizenship qualities of national value and significance.

The object of the teachers should be to instil a proper spirit of patriotism, and neighbourliness and love for others, a readiness to be of service, and a tendency at all times to think of the common weal and what is good for the community (that is the school in this case) rather than for oneself.

Activities of this kind can easily be arranged by the head-teachers working with co-operation of their staff and with the Pupil Leaders of the various grades.

Study groups can go in detail into duties which can be assigned to "classes" and "squads," and they can also among themselves draw up an effective scheme for school administration on these lines, consistent with the scope and limitations of each institution.

Part II.

This aspect of Citizenship Education is what is assigned to the class teacher on the school time-table. Two periods a week are allotted for Forms I, II, III, IV (for Forms I and IV only in 1948-49). During these two periods the pupils are to be given citizenship activity of an attractive and eminently interesting type. They are not learning by listening to talks, but by actually doing things. Planning of Citizenship activity of the kind contemplated by the prescribed syllabus is a matter

of importance. The topics given may be taken in any order. Several of the topics will need constant inclusion in the days' programme. It is not knowledge that is aimed at, but what is wanted is the building up of habits, or character traits. With care and forethought it is possible, to draw up beforehand a programme of well-balanced activities, which will appeal to the boys and girls as being full of romance and adventure, and at the same time train them in character attributes.

The study group will provide plenty of scope for discussion and it will be helpful to the teachers in making things clear to them. Those who have gone through the practical training will be in a position to help the others.

Apart from "study circles" being formed out of the teachers in various educational institutions in a given locality, it may be possible and advantageous to form study circles within each institution.

Citizenship training calls for emphasis on citizenship qualities. And this is the main thing to be borne in mind.

Citizenship Activity, Part II, coming within the class time-table has to have a previously drawn up programme. This would call for careful thought on the part of the teacher. He should do the thinking and then draw up the programme in writing at least three or four days in advance. And having drawn up, he should make arrangements with the head-teachers for the necessary equipment. Activities should be conducted in the open under tree shades where possible. One teacher will be responsible for only one class.

The programme would normally cover two periods, or roughly 80 minutes on the whole.

During the first ten or fifteen minutes the pupils would once again tidy up the classroom and the surroundings, would dust the furniture, arrange things, and make everything spick and span. They would also attend to their personal appearance and get ready for personal "inspection" by the teacher.

The teacher comes and does the "inspection" and points out anything which is not up to the mark, compliments those who have done things well. Health and hygiene also come in for inspection.

After inspection the class adjourns to the "outdoor" site for Citizenship Activity.

Here they are engaged for some 40 minutes in activities which are really attractive to them. These are followed by games for some 20 or 25 minutes. Then just before dismissing for the day the teacher, who has been working with them and playing with them, gives a very brief inspiring talk (5 minutes) and sends them home in good cheer.

The personality of the teacher counts for a great deal. It helps to shape the programme and also to work it out.

The study circle will give each individual teacher, the necessary help and direction in the matter. The exchange of ideas and experiences will be found to be of great value.

Study circles can meet once a week for, say, an hour and a half or so at a time. They meet for Part I or for Part II, as the case may be. All meet for Part I. Teachers who are undertaking Citizenship instruction in the forms where it is introduced (Forms I and IV during 1948-49) meet for Part II.

The study circles are not intended to be a substitute for regular training. They will help the teachers to make a beginning and to get on with the work while they are waiting to be trained.

(12) Citizenship—Introduction of Citizenship Activity—Equipment.*

Citizenship Activity in schools consists of two main parts—Parts I and II.

PART I.

Part I relates to the training of the pupils in the principles of self-government. Under the guidance and control of the head-teacher, the pupils are to be given a liberal share of the administration of the school. Through elected representatives

* Proceedings No. 2737, E1/48, dated 19th June 1948.

the pupils undertake responsibility for various duties connected with school administration ; and in trying to discharge them they imbibe valuable training in leadership and also learn to work for the common weal of the school community. They work as a team, and learn in a practical manner the value of co-operation and loyalty to each other. Part I is to be adopted by the whole school, that is to say, with reference to *all* classes.

PART II.

Part II of the Citizenship Education deals with practical activities calculated to instil valuable citizenship traits. Such activities are carried out within the school time-table in the case of Forms I, II, III and IV and as a voluntary measure, outside school hours, in the case of Forms V and VI. In the current year (1948-49) it is to be introduced in Forms I and IV in all schools. It is hoped that instructions to this effect have been carried out in all the secondary schools.

In addition to these particular aspects of Citizenship Education there is a third one, an aspect of a general nature but still a very important one, namely that Citizenship emphasis of the right kind can be given by way of correlation when teaching the different subjects included in the school curriculum. Among the subjects lending themselves to this useful type of correlation are Social Studies, Science and Mathematics, and even Language. An Association for Education in Citizenship on these lines has for some years been in existence in England, and its membership includes some of her leader-educationists. This ought to inspire teachers in the Presidency with a desire to do likewise for their pupils.

With reference to these various aspects of Citizenship Education, the following points are reiterated :—

(1) Part I is to be taken up by the whole school. All teachers are to have a definite share of the work. The necessary planning however is to be done by the head-teacher, and he should be helped by his staff.

(2) Part II depends for its success on the personality of the teacher who undertakes it. It depends on the faith he has in the scheme and the enthusiasm he feels for it.

(3) Success of Part II will depend likewise on the number of pupils entrusted to him, and on the closeness of his contact with them, and on his understanding of their home environment. This aspect of Citizenship Education aims at the building up of character traits. It also enables the pupils to acquire a proper attitude towards Citizenship duties. In view of the need for personal contact and individual understanding it is essential that no teacher should be given this type of work in more than one class, meaning by "class" a class of 40 pupils, that is to say, one "section" of a form.

(4) Teachers undertaking Citizenship Education need additional training, and should be deputed to undergo training when Citizenship training courses are announced.

The attention of managements and of the heads of institutions is drawn to the fact that the proper working out of the activities coming under Part II will require conveniences like the following —

- (a) Equipment needed for the several activities set forth in the syllabus ;
- (b) a separate room where these can be kept displayed or properly arranged ;
- (c) special cupboards in each class where the Citizenship articles and collections and notebooks may be kept safe ; and
- (d) separate Notice Boards where Citizenship Information and Citizenship Progress may be announced.

The custody of these various articles and the charge of the separate room and cupboards could be given to the representatives of the pupils. It will however be necessary for the head-teacher to exercise supervision and guidance. Teachers who are handling Part II and also others should help the head-teacher.

The amount of enthusiasm and attention shown in respect of Part I will find reflection in the bearing and in the attitude of the pupils and their bright countenances and also in the excellence of the tone of the school and in its cleanliness and orderliness ; and the enthusiasm and thoughtfulness shown in respect of Part II will find reflection in the brightness and deportment of the pupils themselves.

A list of essential equipment is given below :—

- 1 The National Flag—Flag staff 20 feet in height—Rope for hoisting—Guy ropes for keeping the staff in position.
- 2 Ropes—(1) Cotton, one inch in circumference, 6 yards pieces—12, 2 yards pieces—12. (2) Coir ropes, of assorted sizes, thickness and lengths. (3) strong manilla rope—2½ or 3 inches circumference and of length 60 feet to be used for bridge construction, rop way, etc.
- 3 Plaster of Paris—best quality, in one pound tins 4 lb.
- 4 Compass (1) Pocket size—4 (one for each squad during compass games, map-reading, etc.), (2) Bigger size—one for general use.
- 5 Iron hoops, 2½ feet in diameter, with driving rods.
- 6 Lazeems—40.
- 7 Tennis balls—6.
- 8 Football—1.
- 9 Tenuiquoit—1.
- 10 Coloured wool—assorted colours—1 lb.
- 11 Coloured paper—different quality and colours—
 - (a) thin—24 sheets.
 - (b) Shining type—24 sheets.
 - (c) Thick—24 sheets.
- 12 Drawing paper, good quality—24 sheets.
- 13 Ordinary white foolscap sheets—96 sheets.
- 14 Cardboard, full size pieces (½ lb. and over)—24 sheets.
- 15 Typewriting carbon sheets—12.
- 16 Tapes or ribbons, different colours and white—6 yards lengths.
- 17 Maps of the locality covering the school area and a few miles around, in full detail (four-inch maps suggested) available at the Central Survey Office, Chempauk, Madras.
- 18 Books on birds, stars, nature, wild life, folklore, folk songs and so on. Pictures of places of interest.
- 19 Semaphore signalling flags—8 sets or pairs.
- 20 Electric torches for signalling—2.
- 21 Triangular bandages—12.
- 22 A quantity of cotton wool, roller bandages, tincture iodine, tincture benzoin and other medicines for teaching First Aid (a doctor should be consulted).
- 23 Small buckets for fire drill practice and also useful for other purposes—24.
- 24 Whistles—4.
- 25 Knife—1.
- 26 Scissors—4.
- 27 A big gong for general call both in school and during camps.

If only one class is to be working at a time, the articles mentioned in this list will do for the whole school.

If more classes than one will be working at the same time, the number of sets will have to be proportionately increased.

The following is a list of useful reference books :—

- 1 *Education for Citizenship in Secondary Schools*: Issued by the Association for Education in Citizenship. Published by the Oxford University Press, Reprinted 1945.
- 2 *Introduction to Citizenship*: By J. C. Hill, Published by the Oxford University Press.
- 3 *Citizenship*: By Col. J. Willatt. Published by the Oxford University Press.
- 4 *The School Boy as Citizen*: By Annie Besant. Published by Theosophical Publishing House, Adyar.
- 5 *Social Studies and World Citizenship*: By Brimble and May. Published by Macmillan & Co.
- 6 *Elementary Civics and Administration*: By Man Mohan and Darwalla. Published by Longmans Green & Co.
- 7 *The Good Citizen*: By Higham. Published by Longmans, Green & Co.

- 8 *Public Affairs*: By Chappel. Published by Longmans, Green & Co.
- 9 *Youth's Noble Path*: By F. J. Gould. Published by Longmans, Green & Co.
- 10 *Text-book of Indian Citizenship*: By Ernest Wood (3 parts). Published by Ganesh & Co., Madras. Available from Mr. R. Vembu, No. 184, Royapetta High Road, Madras-14.
- 11 *Citizens All*: By Maurice Thomas. Published by Thomas Nelson and Sons.
- 12 *Scouting for Boys*: Lord Baden-Powell. Published by C. Arthur Pearson.
- 13 *Aids to Scoutmastership*. By Lord Baden-Powell. Published by Herbert Jenkins.
- 14 *The Cub Book*: By Lord Baden-Powell. Published by C. Arthur Pearson.
- 15 *A Handbook for Brownies*: By Lord Baden-Powell. Published by C. Arthur Pearson.
- 16 *Brownie Games*: By Estell Pelly. Published by C. Arthur Pearson.
- 17 *The Gateway to all the Scout Tests*: By Brook and Hamlin. Published by Brown Son and Ferguson.
- 18 *Gilcraft's First Class Book*: Published by C. Arthur Pearson.
- 19 *Inthia Mannigal* (Tamil): Published by Sivagami Publishing House, Srivaikuntam, Tinnevely district.
- 20 *Gandhi* (Tamil): Published by Sivagami Publishing House, Srivaikuntam, Tinnevely district.
- 21 *Jawahar* (Tamil): Published by Sivagami Publishing House, Srivaikuntam, Tinnevely district.
- 22 *Ncothanamurai Rajanga Nool*: Published by Sivagami Publishing House, Srivaikuntam, Tinnevely district.
- 23 *The World We Mean to Make*: By Maxwell Garnett. Published by Oxford University Press.
- 24 *Schools with a Message in India*: D. J. Fleming. Published by Oxford University Press.
- 25 *Be Prepared: A Handbook for Guides*: By A. M. Maynard. Published by C. Arthur Pearson.
- 26 *Folk Dance*: By Projesh Banerji. Published by Kitabistan, Allahabad.
- 27 *Good Bye and Good Luck*: Issued by the Welfare General in India (Indian Army Publication).
- 28 *Socrates in an Indian Village*: By F. L. Brayne. Published by Oxford University Press.
- 29 *The Boy Scout in an Indian Village*. By F. L. Brayne. Published by Oxford University Press.
- 30 *Great Men of India*: Rushbrook Williams, Published by Home Library Club.
- 31 *Citizenship in the Training of Teachers*: Published by Oxford University Press.
- 32 *Belt r Villages*: F. L. Brayne. Published by Oxford University Press.
- 33 *Elements of Civics*: By Patwardhan. Oxford University Press.
- 34 *Leaders of Modern India* (Series). Oxford University Press.
- 35 *Women of Modern India* (Series). Oxford University Press.

Further books may be added from time to time.

NOTE.—Many of these books are quite good as reference books. They are not however to be considered as "text-books" in any sense.

Items 7, 8 and 11 deal with institutions in England, but are still useful as reference books.

Item 24 refers to a few successful schools in India which have been attempting "Training in Citizenship."

Expenses incurred for the above articles of equipment, books and furniture will be regarded as admissible for purposes of grant.

Managements and heads of institutions are requested to see that efficient arrangements are made both as regards equipment, etc., and also as regards the personnel for imparting Citizenship Education.

The importance of the need for the training of Citizenship Teachers is reiterated, and the managements are further requested to see that such of their Citizenship teachers as have not attended a Citizenship Training Course are sent up for such training at the earliest opportunity.

(13) Refresher Courses for Teachers. *

The Director considers it very necessary that refresher courses should be conducted in as many centres as possible in order to prepare the teachers for successfully working out the present scheme of reorganization of secondary education. These refresher courses may be classified into three categories, namely:—

- (i) Informational talks.
- (ii) Introductory refresher courses.
- (iii) Intensive practice courses in crafts.

(i) *Informational talks.*—The teachers' association meetings may well be utilized for the purpose of giving informational talks. Subjects for talks which will be useful to teachers should be carefully chosen and persons giving those talks should be proficient in the subject concerned. Teachers may be advised to maintain such notes of those talks as will enable them to benefit by them. The District Educational Officers and the Inspectresses should for this purpose draw up comprehensive programmes, in consultation with teachers' associations and other such bodies and must ensure that the programmes are fully carried out.

(ii) *Introductory refresher courses* and (iii) *Intensive practice courses in crafts.*—The scope of the introductory refresher courses will be an introduction in a preliminary way to the new method of teaching through activities, the most important of which are (i) crafts, (ii) citizenship activities, and (iii) social studies. The work required to be done in the case of each will consist of (a) explaining the syllabus in the respective subjects; (b) demonstrating the activities connected with the subject; (c) instructions on the organisation of the subject in the school, including information on the equipment, books of reference, time-tables, etc., (d) discussion of the processes and terminology of the crafts and activities and their correlation with other subjects of the curriculum, and (e) suggesting means and methods for teachers to obtain individual practical training.

The introductory refresher courses will not be of any real use if they are not followed up by a provision for teachers to obtain practice in the crafts and participation of the activities. Something more than the practice and participation which teachers obtain in the school along with pupils is bound to be necessary. The intensive practice course in crafts will enable teachers to have a fairly good grounding in the crafts and activities they are participating in.

District Educational Officers and Inspectresses of Girls' Schools should immediately take effective steps to cause these two kinds of refresher courses to be organized by District Teachers' Guilds, and Teachers' and Staff Associations. The courses may be held during public holidays and school vacations and they may also be conducted as evening classes. For this purpose, inspecting officers may arrange for affording such facilities as may be available in the Government Training Schools without prejudice to the working of these institutions and with due regard to the responsibility of the heads of these institutions for the property and equipment. The services of the members of the staff of Government Basic Training Schools and of Basic trained teachers, wherever available and when convenient, may be utilised for giving practice lessons at these refresher courses.

In this connection, the Director desires to impress upon all concerned that success of the present system of education depends largely upon the co-operation of the teachers' associations, and it is hoped that the teachers' associations will readily take to this work in a truly professional spirit and do all that is necessary to make the refresher courses a success. The departmental officers should help these associations in organizing refresher courses in every way possible, and themselves be in active touch with their progress, so as to be able to report without

* Proceedings No. 2225-F/48, dated 6th August 1948.

further reference to the associations any information which may be called for from them either by the Director or by the Government.

No expenditure in this regard should be incurred from public funds. A report on the action taken by the District Educational Officers, Inspectresses of Girls' Schools and on the work done by these associations should be submitted (in the case of District Educational Officers) so as to reach the office of the Divisional Inspector of Schools not later than 30th September 1948 to enable them to submit to this office by 1st October 1948 consolidated reports relating to their respective Divisions. Inspectresses should submit their report direct to this office.

District Educational Officers and Inspectresses of Schools should pay personal attention to this matter.

(14) Books for Teachers' study and reference. *

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The books are, in certain cases, in addition to those recommended at the end of the draft syllabuses already published. Attention is specially invited to the bibliography for Social Studies on pages 41 to 45.

APPENDIX.

A. GENERAL.

<i>Name of book.</i>	<i>Author and where available, cost.</i>	<i>Publishers.</i>
1 Yarn and Cloth Control ..	Amalsad	Principal, Government Textile Institute, Madras.
2 Handbook of Vocational Guidance.	Oakley	University of London Press, London.
3 Hand Weaving and Education.	Mariet	Faber and Faber, Ltd., 24, Russel Square, London.
4 Principles of Industrial Education.	Dorley, Rs. 5-10-0 ..	Harrap and Company, 2 and 3, Portsmouth Street, Kingsway.
5 Decay of Indian Industries ..	Ramachandra Rao ..	Taraporewallah and Sons, Hornby Road, Bombay.
6 Industrial Psychology ..	Myers, Rs. 3-1-0 ..	Oxford University Press, London.
7 Intellectual Growth in Young Children.	Susan Isaacs, Rs. 14-1-0.	George Rutledge and Sons, Broadway House, 68-74, Carter Lane, E.C.
8 Psychology of Punishment ..	Allen	Almen and Sons, 15, Freechurch Lane, E.C. 3.
9 Fundamentals of Child Study.	Kilpatrick	Macmillans, Madras.
10 Psychology in School Room.	Dexter and Garlick ..	Longmans, Green & Co., Madras.
11 Learning and Teaching ..	Hughes and Hughes.	Do.
12 Talks to Teachers	James	Do.

<i>Name of book.</i>	<i>Author and where available, cost.</i>	<i>Publishers.</i>
13 Child Mind	Dumville	University Tutorial Press, St. Gules House Street, W.C. 2.
14 Psychology	Ross	Longmans, Green & Co., Madras.
15 Educational Psychology and Objective Study.	Peter Sandiford	Do.
16 Children We Teach	Susan Isaacs	University of London Press, 10 and 11, Warwick Lane, London, E.C. 4.
17 Introduction to Child Study.	Ruth Strang	Do.
18 How We Think	Dewey	D.C. Heath & Co., Boston, N.Y. and London.
19 Psychological Principles of Education.	Horne	Macmillans, Madras.
20 Instruction in Indian Secondary Schools.	Macnee, Rs. 4-8-0.	Oxford University Press, Madras.
21 Preparation for Teaching	O'Leary	University of London Press, London.
22 Social Development in Young Children.	Susan Isaacs, Rs. 16-14-0.	George Rutledge and Sons, Carter Lane, E.C.
23 Democracy in School Administration.	Koopman	D. Appleton Century Company, London.
24 Progressive Methods in Teaching in Secondary Schools.	Bossings	Longmans, Green & Co., Madras.
25 Montessori Method	Montessori	William Hollman, London.
26 Mass and Adult Education in India.	Bulsara	Pudmajee House, 2, Cuballah House Street, Bombay.
27 Extra Curricular Activities	Hacktown	Macmillans, Madras.
28 Modern Development in Educational Practice.	Adams	University of London Press, London.
29 Progressive Schools	Ryeburn, Rs. 4-8-0.	Oxford University Press, Madras.
30 Indian Education in Ancient and Later Times.	Keay, Rs. 5-8-0	Do.
31 Indian School Organization	Wren	Longmans, Green & Co., Madras.
32 Exposition and Illustration	Adams	Macmillans, Madras.
33 On Education	Bertrand Russel, Rs. 5-10-0.	George Allen Unwin, Limited, Ruskin House, 40, Museum Street, W.C.
34 Democracy and Education	Dewy	Macmillans, Madras.
35 Principles of Education	Raymont	Longmans, Green & Co., Madras.

<i>Name of book.</i>	<i>Author and where available, cost.</i>	<i>Publishers.</i>
36 Everyday Problems in Teaching.	O'Shea	Longmans, Green & Co., Madras.
37 Craftsmanship in Teaching ..	Bagley.. ..	Macmillans, Madras.
38 Education	Vivekananda	Sri Ramakrishna Mission, Madras.
39 Better Village Schools ..	Brayne	Y.M.C.A. Publishing House, 5, Russell Square, Calcutta.
40 The Activity School	Adolph Ferrier, Edited by K. Saiddin.	Kitabistan, 17-A, Kamala Nehru Road, Allahabad.
41 Suggestions for the Teaching of Mother Tongue.	Ryburn, Rs. 2-12-0.	Oxford University Press, Madras.
42 Book of Rules of Games and Sports.	Buck	College of Physical Education, Madras.
43 Suggestions regarding Physical Education Activities in Elementary Schools.	Do.	Government Press, Madras.
44 Autobiography	Nehru	Higginbothams, Madras.
45 Ends and Means	A. Huxley, Rs. 5-10-0.	Do.
46 Scientific Outlook	B. Russel	Allen Unwin, London.
47 The Religious Education of the Child.	R. Rusk .. ..	....
48 Elements of Religion and Religious Teaching.	Compagne .. ..	....
49 Religious and Cultural Aspects of Khadi.	Visier Elwin .. ..	....
50 Oxford University Pamphlets on Indian Affairs and General Topics.	....	....
51 Suggestions on Health Education.	Board of Education .. (1 s.).	His Majesty's Stationery Office, London.
52 Handbook of Suggestions for Teachers.	Do. (2s. 6d.).	Do.
53 The Education of Adolescent.	Do. (2s.).	Do.
54 The Primary School ..	Do. (2s. 6d.).	Do.
55 Education in England ..	Richmond (1s.). ..	Pelican Books.
56 The English Festivals ..	L. Whistler	William Hiernemann.
57 Discovery of India	Nehru .. ..	....
58 Glimpses of World History ..	Do. .. ..	....
59 Health Bulletin No. 23 .. ..	....	Government of India Publications.
60 Gandhiji's 75th Birthday Volume.	....	....
61 Autobiography	M. K. Gandhi, Rs. 6.	....

<i>Name of book.</i>	<i>Author and, where available, cost.</i>	<i>Publishers.</i>
62 Guide to Health	M. K. Gandhi, Rs. 6.	....
63 Women and Social Justice ..	Do.	....
64 Gita according to Gandhiji ..	Mahadev Desai ..	....
65 From Yerrawada Mandir ..	M. K. Gandhi ..	....
66 Home and Village Doctor ..	S. C. Das Gupta ..	....
67 The Cow I	Do. ..	....
68 The Cow II	Do. ..	....
69 History of the Indian National Congress, Part I.	Sri P. Sitaramaiah ..	....
70 History of the Indian National Congress, Part II.	Do. ..	....
71 Hind Swaraj	M. K. Gandhi ..	....
72 Public Finance and our Poverty.	J. C. Kumarappa ..	....
73 A Disciple of Non-violence ..	R. B. Cregg .. ..	....
74 To Women	Rajkumari Amrit Kaur.	....
75 The Story of Bardoli ..	Mahadev Desai ..	....
76 Practical Non-violence ..	M. G. Mashru Valah.	....
77 Cow Protection	V. G. Desai .. ..	....
78 Gandhian Way	Kripalani	Navijivan Press, Madras.
79 How to Calculate Correlations.	G. H. Thompson ..	Oxford University Press, Madras.
80 Democracy and Education ..	John Dirvey	Macmillan & Co., Madras.
81 Fourteen Experiments in Rural Education.	A. B. Van Doren ..	Association Press, No. 5, Russel Street, Calcutta.
82 Organization and Account of Relief Work.	....	A.I.V.I.A., Wardha.
83 Rural Problems in Madras ..	....	Government Publications, Madras.
84 Gandhi: World Citizen ..	Muriel Lester ..	Kitab Mahal, Allaha- bad.
85 Mind of Mahatma Gandhi ..	R. K. Prabhu and K. R. Rao.	Oxford University Press, Madras.
86 Why The Village Movement.	J. C. Kumarappa ..	Hindustan Publishing Company, Rajah- mundry.
87 A Programme of Physical Education for Girls' Schools in India.	Mrs. H. C. Buck ..	Oxford University Press, Madras.

B. CRAFTS.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
1 Danush Takli	Bharatananda	Hindustani Talimi Sangh, Sevagram.
2 Politics of Charka (T)	Kripalani	
3 One Step Forward .. .. .	.....
4 Two Years of Work .. .. .	.....
5 Educational Reconstruction.	.....
6 Basic National Education .. .. .	.....
7 Seven Years of Work .. .. .	.....
8 Latest Fad-Basic Education.	Kripalani	
9 Charka Sastra	Madanlal Gandhi	
10 Gandhian Plan (T)	Sriman N. Aggarwal.	Padma Publishers, Bombay.
11 Constructive Programme	Gandhi	Navajivan Karyalaya, Ahmedabad.
12 Do.	Rajendra Prasad	
13 Why The Village Movement.	J. C. Kumarappa	
14 Economics of Khaddar	R. B. Cregg	
15 Swaraj Sastra (T)	Vinoba Bhave	
16 Mr. Gandhi The Man	Blake	George Allen Unwin, London.
17 Khadi Manual, Volume I	S. C. Gupta	Khadi Pratistan, 15, College Square, Calcutta.
18 Cotton Manual, Volume II	Do.	Do.
19 Economics of Khaddar	Gandhi	A.I.V.I. Asscciation, Wardha.
2 Village Industries and Re- construction.	J. C. Kumarappa	Do.
21 Students and Villages	Jesudasan	Christukula Ashram, Tiruppattur, North Arcot district.
22 Religious and Cultural Aspects of Khadi. ....	.....	.....
23 Plan for Rural Development.	J. C. Kumarappa .. .. .	.....
24 Cent Per Cent Swadeshi	M. K. Gandhi .. .. .	.....
25 Paper Making	K. B. Joshi	A.I.V.I. Association, Wardha.
26 Palm Gur .. .. .	.....	Do.
27 Oil Extraction .. .. .	.....	Do.
28 Spinning and Hand-weaving.	Puntambikar and Varadachari.	Hindustani Talimi Sangh, Sevagram.
29 Cardboard Modelling .. .. .	.....	Do.
30 Basic National Education (Revised Syllabus for Grades I to V). ....	.....	Do.
31 Basic National Education (Syllabus for Training Schools). ....	.....	Do.
32 What Shall We Eat	J. P. Patel	A.I.V.I. Association, Manganwadi, Wardha.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
33 Commonsense in Nursery ..	Mrs. Sydney Fran- kinberg.	Penguin Handbook— Presidency Book Supplies, No. 86, Pycrofts Road, Triplicane, Madras.
34 Craft Work in Wood	E. H. Hilas	Oxford University Press, Madras.
35 Simple Toy-making	C. T. Vear	Do.
36 Woodwork from Waste	P. Matt	Do.
37 Metal Work for Schools ..	May and Stevens ..	George Harrap & Co.
38 School Certificate for Wood Work.	King and Cole ..	Do.
39 Projects in Modern Wood Work.	Glinister	Do.

Craftsmen's Library Series—Published by Macmillans, Madras.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
40 No. 2 Linoleum and Block Printing.	P. J. Austin .. ..	....
41 No. 4 Inkle Loom Weaving ..	E. Davidson .. ..	....
42 No. 5 Chip Carving	Ivan H. Crowel .. ..	....
43 No. 7 Finger Weaving, Part I.	Do. .. ..	....
44 No. 8 Bill-folds, Purses and Underarm Bags.	Frances Wren .. ..	....
45 No. 10 It's Fun To Do Cross Stitch.	G. Lent .. ..	....
46 No. 14 Leather Belts	Ivan H. Crowel .. ..	....
47 No. 15 Card Weaving	Irene Besudin .. ..	....
48 No. 16 Tooling Leather	J. Rowland .. ..	....
49 No. 22 Classical Wood carving.	G. L. Hunt	Macmillans, Madras.
50 No. 23 The Cradle or Box Loom.	M. Launi	Do.
51 No. 52 Canadian Handicraft Guild Loom.	Winslow Spragge ..	Do.
52 Soap Making	K. S. Joshi	A.I.V.I.A., Wardha.

C. DIVERSIFIED COURSES.

(a) *Secretarial.*

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
1 A Practical Course of Preci- s-writing.	E. M. Palser	University of London Press, London.
2 Business Training	W. C. Patten	Blackie & Co.
3 Practical Book-keeping ..	Grierson (T)	Do.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
4 Elementary Book-keeping ..	Spicer and Peglor ..	Oxford University Press.
5 Commerce	S. Carter	Do.
6 Threshold to Business ..	Sladen and McKinlay.	George Harrap & Co.
7 Exercises in Practical Business Arithmetic.	H. F. Hemstock ..	Do.
8 Essentials of Business Arithmetic.	Do. ..	Do.
<i>(b) Engineering.</i>		
1 Workshop Practice	P. E. Ellis	Blackie & Co.
2 Workshop Drawing	Darling and Clarke ..	Do.
3 Introduction to Technical Drawing ..	Abott (Part I) ..	Do.
Do.	Do. (Part II) ..	Do.
Do.	Do. (Part III) ..	Do.
<i>(c) Agriculture.</i>		
1 How To Start Vegetable Gardens.	Dickson and Rattelliffer.	E.S.S. & Co., No. 17, Mount Road, Madras.
2 How To Start Poultry-Keeping.	Do.	Do.
3 The Romance of Bee-Keeping.	S. C. Das Gupta ..	....
<i>(d) Domestic Science.</i>		
1 Food	Robert McCarrison ..	Macmillans, Madras.
2 The Science of Health ..	Pratt and Young ..	Oxford University Press.
3 Food and Health	Barbara Callow ..	Do.
4 Cooking and Nutritive Value ..	....	Do.
5 Human Nutrition and Diet ..	Arkroyd	Do.
6 Nutrition	Do.	Do.
7 Food	H. C. Sherman ..	Do.
8 Better Homes	Needham and Strong.	Do.
9 Domestic Economy	E. Rice	Blackie & Sons.
10 Keeping Fit	E. E. Crosby	Do.
11 Health and Habits	Auster Mackenzie ..	Do.
12 Mothercraft for School Girls.	Coles	Do.
13 Home Science	Wyooof and Marshall.	Do.
14 The Secret of Childhood ..	Montessori	Longmans, Green & Co.
15 Table of Indian Food Values.	....	A.I.V.I.A. Publications, Wardha.
<i>(e) Music and Dancing. *</i>		
Folk Art (Indian Kolam Series), Books, I, II, III and IV.	P. V. Jagadisa Ayyar.	Oxford University Press.

D. SOCIAL STUDIES.

[Arranged according to the units of syllabus.]

Unit I—The World To-day The Gift of the Past.

Form I.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
1 A Child's History of the World. (Pages 465-470.)	Hillyer .. ..	....
2 "When Our Ways of Living Come" from New Silent Reader VI.	....	Wilson, Wilson and Elb.
3 The Book of Knowledge ..	....	....
4 Man's Social Story	Carter	Macmillan & Co., Madras.

Unit II-A and B—Communication, Transportation.

1 The Struggle of Modern Man. (Tamil and Telugu.)	F. G. Pearce	Oxford University Press, Madras.
2 The Dawn of Freedom. (Pages 152-163.)	Do.	Do.
3 Foot-prints on the Sands of Time.	Do.	Do.
4 History of the World ..	H. G. Wells .. ..	....
5 The Story of the Language ..	Sweet .. ..	....
6 An International Language ..	Jespherson .. ..	....
7 Hindi as Our National Language.	Gandhiji in 'Young India.'	....
8 The Book of Knowledge ..	....	....
9 Popular Science	Harmsworth .. ..	....
10 Wonders of the Past and Present.	C. A. Parkhurst ..	Macmillan & Co., Madras.
11 The Children's Encyclopædia.	....	Times Book Club.
12 Paper, Printing and Books ..	....	Oxford University Press, Madras.
13 Man's Achievements	Singh	Longmans, Green & Co., Madras.
14 India Then and Now	C. A. Parkhurst ..	Macmillan & Co., Madras.

Unit III-A—Story of Education.

1 Ancient Indian Education ..	Rev. F. E. Keay, M.A.	Oxford University Press, Madras.
2 The Education of India ..	T. N. Sequeira ..	Do.
3 India Then and Now	C. A. Parkhurst ..	Macmillan & Co., Madras.

Unit III-B—The Story of Government.

1 Foot-prints on the Sands of Time.	F. G. Pearce	Oxford University Press, Madras.
2 India Then and Now	C. A. Parkhurst ..	Macmillan & Co., Madras.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
3 Civics for Beginners (Ch. VII).	N. G. Damle	Macmillan & Co., Madras.
4 Rulers of Then and Now ..	Then and Now Series.	Do.
5 Kings of Then and Now ..	Do.	Do.
6 Government	Do.	Do.
7 Civics	Mukherjee	Do.
8 A Course in Indian Civics ..	G. R. Bhatnagar ..	Do.
9 Rates and Taxes	E. M. Philips ..	Do.
10 Select Constitutions of the World.	B. Shiva Rao ..	....
11 The Changing Age	J. R. Reeve .. ..	....

Unit III-C—Significance of Main Festivals, etc.

1 Indian Festivals	Jagadisa Ayyar ..	....
2 The Pandian Kingdom ..	....	In Tamil—Educational Publishers, Nungam- bakkam, Madras.
3 The Cholas .. ..	....	Do.
4 The Cheras .. ..	....	Do.
5 Tamil Akam (Tamil)	N. S. Khandiya Pillai.	....
6 Pandyar Varalaru (Tamil) ..	....	....
7 Chera Kings	K. G. Sessa Ayyan- gar.	....
8 Andhra Veerulu	K. G. Sreerama Weithi.	....
9 The Tamil Country	(Here and There Series.)	....
10 The Faith of Islam	E. Sell	S.P.C.K.
11 Manners and Customs of Musalmans.	Herklots .. ..	....
12 Ancient India: Fasts and Feasts.	Mukherjee	Macmillan & Co., Madras.

Unit III-D—Science.

1 Seven Inventors. (Wright, Adison and Marconi.)	Living Names Series..	Oxford University Press, Madras.
2 Pioneers of Medicine. (Jenner, Pasteur, Lister Curie.)	Do.	Do.
3 The Book of Knowledge ..	....	....
4 Popular Science .. ..	....	....
5 Foundations of History— Book D.	....	T. Nelson & Sons.
6 Pioneers of Science and Inven- tion.	C. W. Long	Macmillan & Co., Madras.
7 Stories of Scientific Discovery.	Hammond	Do.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
8 Achievement of Man (Tamil).	Singh	Longmans, Green & Co., Madras.
9 Six Physicists	Curie Living Names Series.	Oxford University Press, Madras.
10 <i>Readers Digest</i> for Discussion on most recent discoveries.	....	....
11 Pioneers of the Modern World.	....	Macmillan & Co., Madras.

Unit III-E—The Story of Arts.

1 Painters of Pictures and Makers of Music.	A. L. Series	Macmillan & Co., Madras.
2 Seven Painters .. .. .	....	Oxford University Press, Madras.
3 Indian Painting	P. Brown .. ..	....
4 Painting in Islam	Sir T. Arnold ..	....
5 Ajanta Frescos	G. Oyaz .. ..	....
6 Some Ancient Cities of India.	Plaggott	Oxford University Press, Madras.
7 Music and Musicians	C. Guest	Do.
8 Life of Thyagaraja	M. S. Ramaswamy Iyer.	....
9 Life of Gopalakrishna Bharathiar.	Do.	....
10 Sketches of Dancers	E. Krishna Iyer ..	Rockhouse.
11 Indian Dance	P. Benjamin	Kitabisthan, Allahabad.
12 Folk Dances of South India.	....	Oxford University Press, Madras.
13 <i>Silambu Selvam</i>	Shuddananda Bharathiar.	....
14 The Art of Kathakali .. .. .	....	Kitabisthan, Allahabad.
15 Story of Painting, Dancing and Sculpture.	J. Cousins	(Under preparation.)
16 Architecture	Claude Battey ..	Oxford University Press, Madras.
17 India Then and Now	C. A. Parkhurst ..	Macmillan & Co., Madras.

Form II.

Unit I-A.

1 India—World and Empire, Part IV.	H. Pickles	Oxford University Press, Madras.
2 The Physical Basis of Geography.	Miller	George Philip & Son, Liverpool.

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
<i>Unit I-B.</i>		
1 Food, Clothing and Shelter. (Series of Geographical Texts, Books I and II.)	L. Med. Robinson ..	Macmillan & Co., Madras.
2 The Worldwide Geographies, Book VIII—Industry and Commerce.	Jasper H. Stem- bridge.	Oxford University Press, Madras.
3 Peoples and Places—Series II —Seamen, Ships and Ship- ping.	George Guest ..	A. K. Johnston, Limited.
4 An Intermediate Commercial Geography—Part I Com- modities and World Trade— Chapters VII and VIII.	Dudley Stamp ..	Longmans, Green & Co., Madras.
5 Man : The World Over—Book III—Chapters III, IV and V.	Carter and Brentall ..	Oxford University Press, Madras.
6 The Living World Geographies —Book VII—The World's Food and Commerce.	J. T. Mulley	Edward Arnold & Co., London.
<i>Unit I-C—Nature's Riches.</i>		
1 An Intermediate Commercial Geography—Part I—Chap- ter XII.	Dudley Stamp ..	Longmans, Green & Co., Madras.
2 Man—The World Over— Book III—Chapter VII.	Carter and Brentall ..	Oxford University Press, Madras.
<i>Unit II—Important Problems in India.</i>		
1 Our India	Masani	Oxford University Press, Madras. (Editions in Indian Languages.)
<i>Unit III—Pioneers of Social Service.</i>		
1 Six Reformers (Living Names Series).	Walton	Oxford Universit Press, Madras.
2 Pioneers of Progress	Higham	Longmans, Green Co., Madras.
3 Indian Historical Biographies.	....	Do.
4 Leaders of Modern India Series, Grade III.	....	Oxford Univer Press, Madras.
5 Heroines of Healing, Chapter IV.	Padwick .. .. .	....
6 Leaders of Modern India (Women).	....	Oxford Universi Press, Madras.
7 Love, The Law of Life ..	Student Christian Movement.	....

<i>Name of book.</i>	<i>Author and, if available, cost.</i>	<i>Publishers.</i>
8 Hindu Heroes and Heroines, Book III.	D. C. Sharma ..	Macmillan & Co., Madras.
9 World's Great Men .. ..	.....	Times Book Club.
10 Foot-prints on the Sands of Time.	F. G. Pearce	Oxford University Press, Madras.
11 Treasure Chest Journal .. ..	.....	.....
12 Telugu Talli	M. Bapineedu, M.L.A.	Published by the Author.

Form III

Unit I.

1 The Golden Company I and III Series.	R.E. Robnon ..	Oxford University Press, Madras.
2 The Story of Our Land, Books I, II and III.	Parkhurst	Macmillan & Co., Madras.
3 A Simple History of India ..	Do.	Do.
4 Oxford Pictorial History of India.	Kini and Shankar Rao.	Oxford University Press, Madras.

Unit II.

1 How India is Governed To-day. Pages 30—67.	Nair and Nair ..	.....
2 Civics for Beginners	Damle	Macmillan & Co., Madras.

Unit III.

1 Foot-prints on the Sands of Time.	Pearce	Oxford University Press, Madras.
2 Makers of U.S.A. (Living Names Series).	Walton	Do.
3 Makers of India	Do.	Do.
4 Leaders of Modern India Series—Grade III.	.....	Do.
5 Pioneers of the Modern World.	Carter	Macmillan & Co., Madras.