

REPORT
OF
THE COMMITTEE FOR
THE INTEGRATION OF POST-BASIC
AND MULTIPURPOSE SCHOOLS



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I. INTRODUCTION

The Central Advisory Board of Education on Post-Basic and Multipurpose Schools

The problems posed by the post-Basic schools in the country have been engaging attention for some time now. The Standing Committee of the Central Advisory Board of Education on Basic Education in their sixth meeting held in August, 1957, considered this question. "It felt that the Multilateral schools and post-Basic schools should not be regarded as two parallel systems but each should be regarded as an integral part of the other. It was also pointed out that there should not be much difference in the content of curriculum—though the approach may be somewhat different—in both the cases. The Committee also expressed the view that transfers from one to the other should not only be permissible but also feasible.

"The Committee was also of the opinion that some further study and investigation of the problem was necessary to put the idea expressed above into practice. Education Secretary was, therefore, requested to set up a small committee of experts from the Ministry of Education and the local education units, if need be, to undertake a comparative study of the syllabi of the Multilateral and the existing post-Basic schools and find out common points with a view to bringing the two types nearer to each other. This committee, it was felt, should be given enough time to study the problem carefully and submit its findings to the next meeting of the Standing Committee."

The Central Advisory Board of Education considered this recommendation and "while approving the minutes of the sixth meeting of the Standing Committee on Basic Education, the Board emphasized the need to ensure without any further delay that there were no difficulties placed in the way of further education of post-Basic schools' children and teachers turned out of Basic training institutions,

"The Board was emphatic that Multilateral schools and post-Basic schools should not be regarded as two parallel systems but as integral parts of the same system of education."

The State Education Ministers' Conference on this Subject

The question was also discussed by the State Education Ministers' Conference held in 1957. "The Conference recommended that the post-Basic schools should be regarded as one type of Multipurpose schools. The courses and standard of instruction imparted in these schools should be equivalent to those in the Multipurpose schools and a suitable examination should be devised for them by the Boards of Secondary Education. With this arrangement, the question of separate recognition of post-Basic school diplomas and certificates would not arise."

The Present Committee

In pursuance of the recommendation of the Standing Committee on Basic Education, the Union Ministry of Education appointed in November, 1957, the following Committee:—

1. Dr. P. D. Shukla, Deputy Educational Adviser, Ministry of Education—*Chairman*
2. Shri Veda Prakasha, Assistant Educational Adviser, Ministry of Education—*Member*
3. Shri D. I. Lall, Assistant Educational Adviser, Ministry of Education—*Member-Secretary*

Later, Shri P. C. Sharma, Assistant Educational Adviser, Ministry of Education, took over charge as Member-Secretary.

The Committee met immediately after it was set up to plan its work. It was felt that some information and literature regarding syllabi etc. would have to be collected. This was done, and after studying the available facts the Committee made some interim recommendations in April, 1959.

Before the Committee could make its final recommendations regarding the use, in the post-Basic schools, of the same syllabus as was being followed in the Higher Secondary schools, it was felt necessary to collect and study the reactions of at least some of the post-Basic schools to that suggestion. This took considerable time and the final report of the Committee was somewhat delayed.

II. POST-BASIC AND MULTIPURPOSE SCHOOLS

The Post-Basic Schools

The idea of the post-Basic education was defined in 1945 in a conference of workers of Basic education at Sevagram. In a

memorandum, which was drawn up on the subject, the following points were emphasized :—

- (i) The principle of education through productive activity was fundamental to post-Basic education;
- (ii) The productive activities chosen by the student must be related to the needs of the society in which he lived. He is to be fitted to play his part effectively in the world not only as an individual but also as a useful member of the society;
- (iii) The present literary and intellectual bias would have to be replaced by a more balanced course in which activities other than literary might also develop and find fulfilment. It also emphasized that education through work should not mean lowering of academic standards, but, on the contrary, it would ensure an increasing realism in those standards;
- (iv) Education at that stage should be provided in accordance with the aptitude and interest of the individual and for this purpose it put forward fourteen types of work in which the students might specialize according to their tastes. These were Agriculture, Medicine, Engineering, Mechanical Arts, Commerce, Artisanship, Electricity, Teaching, Journalism, Printing, Fine Arts, Home Economics, Metallurgy and Industries. It was also clarified that the post-Basic schools should not be a sort of Technical school at a low level. An educated worker must have something to distinguish him from a similar expert in some art, craft or profession. The student in the post-Basic school was also expected, in addition, to study the necessary subject-matter of his chosen vocation, the literature of his mother tongue and the classical language which is connected with it, as also something of the Social Sciences. Physical education and practical service were also to be compulsory parts of his course; and
- (v) The post-Basic course of education should be at least for three years after the completion of the senior Basic stage.

The first post-Basic school was accordingly started in January, 1947, at Kumabagh in the Champaran District of Bihar and the second at Sevagram in July 1947. The post-Basic school at Kumabagh was said to be a Multilateral school in the sense that it organized courses in a number of crafts. By 1949 its enrolment increased to 284 children.

During 1949-50, twelve more post-Basic schools were started by the Government of Bihar. Madras started its post-Basic schools in 1953. There are now in all about 66 post-Basic schools in the country distributed as under:—

Andhra Pradesh	1
Assam	3
Bihar	39
Bombay	9
Kerala	2
Madras	3
Madhya Pradesh	1
Orissa	2
Punjab	4
Rajasthan	1
West Bengal	1
	66
TOTAL	66

It is noted that while the post-Basic schools are distributed over eleven States in India, their total number is really small. Also, many of the post-Basic schools today are being administered by voluntary organizations.

A comparative study of literature* on post-Basic schools reveals that while there is a good deal of common ground in principles and practices followed in post-Basic education in the different parts of the country, there are some differences as well. For instance, while all post-Basic schools subscribe to the importance of the principles of self-sufficiency and co-operative community life at the Secondary stage and believe that diversification of the curriculum is desirable in order to meet the requirements of individual ability and aptitude, not all are agreed in the same measure that the content of education should continue to be determined by the craft selected or that a post-Basic school must be a co-educational institution. Some of them also recognise that the method of correlation cannot be adopted compulsorily and that the education should be more academic without sacrificing realistic teaching.

It is also observed that in several cases each individual institution has its own syllabus, and awards its own certificate or diploma. There has been no agency to coordinate the

*E.G. "A Picture and Programme of Post-Basic Education"—Hindustani Talimi Sangh; "Draft Syllabus for Post-Basic Schools"—Government of Bihar; and "Report and Syllabus for Post-Basic Education"—Government of Bombay.

work of such schools, bring about uniformity and maintain minimum standards. These, among others, have created difficulties in the admission of students coming out of post-Basic schools into colleges, universities and other institutions of higher learning and in securing employment under the government and elsewhere. These difficulties have also been partly responsible for the somewhat unsatisfactory growth of post-Basic schools in the country.

The Multipurpose Schools

The Multipurpose schools came into existence in India through the recommendations of the All-India Commission on Secondary Education made in 1953. There are at present 13,516 Secondary schools in the country, of which 10,887 are High schools, 1,484 Higher Secondary and 1,145 Multipurpose schools. The Commission in its report has described the aims of Secondary education in India to be as under:—

- (i) Development of democratic citizenship in each student for the growth of a broad national and secular outlook conducive to international understanding and peace;
- (ii) Improvement in vocational and productive efficiency for increasing the wealth of the country and improving appreciably the standard of life of the pupil;
- (iii) Development of personality to release creative energy for appreciating the cultural heritage and developing it further; and
- (iv) Creation of leadership.

For the curriculum of the Multipurpose schools, the Commission has recommended the following as core or compulsory subjects:—

- (i) Languages
- (ii) Social Studies
- (iii) General Science—including Mathematics
- (iv) Craft

Among the various alternatives constituting the wings or the optionals or electives in such a school the Commission has recommended:

- (i) Humanities
- (ii) Science
- (iii) Technical subjects
- (iv) Agricultural subjects

(v) Commercial subjects

(vi) Fine Arts

(vii) Home Science

While recommending the scheme of Multipurpose schools, the Commission pointed out that the Middle schools at that time far outnumbered the senior Basic schools and that it would take a long time before the former could be converted to the Basic pattern. Regarding the nationally accepted pattern of Basic education at Elementary stage the Commission stated: "Our proposals aim at bringing some of the important principles of Basic education into the educational life of all children at this age-group while the fully converted Basic schools will be free to follow their own lines of natural development." It follows clearly from this that the Commission unfortunately overlooked the need for integrating at least at some later stage the Multipurpose and post-Basic schools into the same pattern of Secondary education for the country.

Similarities between Post-Basic and Multipurpose Schools

It is pertinent to note that in spite of apparent differences the post-Basic and the Multipurpose schools have a number of important points common between them. Some of these are enumerated below:—

- (i) Both schools cater to the educational needs of children belonging to the same age-group 14—17.
- (ii) Both of them constitute a "self-contained" rather than a "preparatory" stage of education. The traditional High school or Intermediate college in India was preparing students primarily for University education. Unlike that, both the post-Basic and the Multipurpose schools aim at providing education so that the individual passing out of it should be able to stand on his own feet, that is, he may settle in life through any means of self-employment like agriculture, business, trade, commerce, industry etc.; he may go in for further education in a vocational or professional line if he wants to do so; and he may go in for Higher education in academic subjects if he has the required aptitude and capacity to benefit from it.
- (iii) Both these schools properly emphasize work by hand: in the post-Basic school productive work is one of the main media of education; the Multipurpose school also provides for craft work as a compulsory subject and in all its optional

wings except Humanities there cannot but be considerable emphasis on practical work rather than theoretical study alone.

- (iv) Both schools recognise the need to provide diversified courses and have more or less the same subjects as compulsory ones.
- (v) Both these schools lay great emphasis on building up basic ideas, proper attitudes and appreciations which are absolutely essential for any citizen in a democracy.
- (vi) The Secondary Education Commission defined the aims of Secondary education in a fashion which no post-Basic school can perhaps dispute; in fact one may probably define the aims of post-Basic schools (as indicated in the beginning of this chapter) to be more or less the same. The converse is also equally true.

Differences between the Post-Basic and Multipurpose Schools

What are then the differences between the two types of schools? One is in the emphasis laid on productive work. While productive work along with natural and social environments are emphasized to be the media of instruction in the post-Basic schools, they are not so in Multipurpose schools. As such, while in a post-Basic school education is more life-centred with *relatively* lesser emphasis on facts of knowledge given through books, in a Multipurpose school academic studies, knowledge collected from books and formal instruction receive relatively greater importance. The technique of correlation, therefore, which is a 'must' in post-Basic schools may be adopted in the Multipurpose schools also to the extent it may be adopted as a good teaching technique by any good teacher anywhere and at any stage of education.

While there may perhaps be no difference in the ideology and social philosophy underlying the two types of schools, it would be difficult to deny that post-Basic schools generally emphasize cooperative community living in a manner which is not found in the usual Secondary or Multipurpose schools. As such, post-Basic schools provide greater opportunities for the development of democratic citizenship.

Further, while a post-Basic school would recognise variety in aptitude, capacity and interests of individual pupils to provide for a variety of crafts and activities as also perhaps some variation in the subjects of study and knowledge given, the Multipurpose school very distinctly lays down a variety of courses, only one of which may be pursued by any student

according to his ability and liking. So, a Multipurpose school seems to provide relatively for a much greater divergence in the lines which individual students can follow and thus it gives opportunities for a wider variety of occupations.

In spite of the above, in certain fields of employment like the *panchayat*, cooperative movement, community development, Elementary school teaching and, in general, in any other field of work in rural areas where employees with not very high academic qualifications are needed, persons passing out of the post-Basic schools should constitute better material than those of the Multipurpose schools. The post-Basic school with its location in rural areas and with its emphasis on acquiring familiarity with rural conditions and their problems produces a person who would be much better adapted to work in rural institutions and rural situations. For the teaching profession at the Elementary stage where Basic education is the accepted pattern, the post-Basic school with its emphasis on craft and manual work, on cooperative community living, on giving education through the technique of correlation and thus covering up at least the minimum of academic knowledge which must be possessed by every Elementary school teacher and on building up his resourcefulness to acquire more knowledge according to need through his personal efforts of self-study, observation, etc., should produce a person who would constitute the right kind of material to be trained into an Elementary school teacher. For this purpose, even the product of the ordinary Higher Secondary school (giving education only in Humanities and General Science) should be all right. But the same cannot be said of the persons passing out of the Multipurpose schools with other electives. Most of these schools have of necessity to be located in cities and towns or in other relatively bigger centres of population where also the conditions become more urban than rural. Also, the possession of specialized knowledge in commercial subjects, Engineering, etc. is certainly not useless for Elementary school teachers, but it is obvious that the standard of achievement of such persons in Humanities and General Science cannot always be so high as that of those who have made specialized study of these two alone.

III. RECOMMENDATIONS

The Committee could not find it possible, in spite of best efforts, to consult the country's exact experience in the introduction of the new curriculum for Multipurpose schools. It was brought to their notice that the entire question was under the consideration of the Directorate of Extension Programmes for Secondary Education in the Union Ministry of Education.

In respect of post-Basic schools also, there was no uniform curriculum, as stated earlier, followed in all schools of this type. Under the circumstances it was not possible to make a fully detailed comparison of the curricular practices in the two types of institutions.

The Post-Basic Curriculum

In broad terms, however, the Committee noted that in most of the post-Basic schools the students study at least two compulsory languages, Social Studies and General Science including Mathematics. These subjects are included in the curriculum of the Multipurpose schools also. Further, the time devoted to these subjects in both categories of institutions is approximately half of the available time during the whole of this stage of education. Although there are some points of difference between the two schemes of studies in these subjects, it can be safely assumed that by and large the standards envisaged in them are the same.

Some difficulty arises in respect of study of the compulsory craft and the three special subjects* in the new curriculum of Higher Secondary schools. In the place of these four subjects, the curriculum in the post-Basic schools provides for the study of a main and one or more subsidiary crafts. The crafts are generally selected (or could be selected) from the following illustrative list arranged alphabetically:—

- Agriculture
- Animal Husbandry
- Bakery
- Bee-keeping
- Blacksmithy
- Clay Work
- Cloth Craft (Dyeing, Printing, Tailoring, Laundering etc.)
- Combination of Wood and Iron Crafts
- Cotton Craft (Spinning and Weaving)
- Dairy Farming
- Elementary Engineering
- Fine Arts

*According to the new curriculum for Higher Secondary schools the student is required to study, besides the core subjects, three other subjects, all to be selected from any one of these seven groups: Humanities, Science; Technology, Commerce, Agriculture, Fine Arts and Home Science. These, three subjects under any one of the seven groups, are to be chosen out of variety of subjects which are available under each group.

Fish Culture
 Food Processing
 Forestry
 Home Craft (Home Science)
 Horticulture
 House Construction
 Knitting and Embroidery
 Leather Work
 Metal Work
 Oil Pressing
 Palm-gur Making
 Paper Making
 Poultry Farming
 Sewing
 Soap Making
 Tinsmithy
 Tool Making
 Wood Craft
 Etc.

The study of the main and subsidiary crafts, however, should not present any special problem *vis-a-vis* the study of compulsory craft in the Higher Secondary or Multipurpose schools. As students offering Humanities and Sciences as electives are given certain exemptions from the study of Social Studies and General Science respectively in the compulsory group, in any rational scheme of things the students studying crafts in post-Basic schools may be given similar exemptions from the study of the compulsory craft provided in the Higher Secondary or the Multipurpose schools.

The Study of Crafts *versus* Electives

The real issue is whether the study of crafts as practised in the post-Basic schools can be equated with the study of the three special subjects from the chosen group in the Multipurpose schools. Wherever the subjects are the same, as in the case of Agriculture—which is both a special group in the Multipurpose curriculum and a craft in the post-Basic schools—more than one Headmaster of a post-Basic school has opined that there should be no difficulty in assimilating post-Basic syllabus to the Multipurpose type. The same should be true of at least two more crafts, *viz.*, Home Craft (Home Science) and Fine Arts both of which are also electives for the Multipurpose schools.

It is with regard to the other crafts that it is not so clear whether in point of content and methodology, the course in each case could be equated with the special subjects of the Multipurpose curriculum. Such an equation is, obviously, impossible in the matter of curriculum pertaining to two entirely different subjects. The Committee would, however, like to recommend that the study of crafts (main and subsidiary taken together) in post-Basic schools should, wherever possible, be equated with the study of the special subjects in the Multipurpose schools.

Comparison of the Cotton Craft and Commerce Syllabi

As an illustration, the Committee has attempted to make a detailed comparison of the syllabus for Cotton Craft as prescribed by the Government of Bombay for post-Basic schools and that for Commerce as suggested by the All-India Council for Secondary Education in the draft syllabus issued by them. The syllabi are given in the Appendix.

The syllabus on Cotton Craft (referred to as 'textile' there) has been devised on class basis, *i.e.*, the total amount of work has been divided between three classes, standards IX-XI—and the total number of working hours in the school and at home have also been indicated. Further, the theoretical and practical work has been shown separately; but no such differentiation has been made in the syllabus for Commerce. It is, therefore, not possible to know how much emphasis on theory and practice is meant for the subjects of the Commerce syllabus. Moreover, except type-writing and shorthand, there is perhaps no specific practical work included in the syllabus for Commerce.

It will be observed that the practical work involved in the syllabus for Cotton Craft is heavier than that for the Commerce group. This is as it should be. It is also observed that this is to a large extent compensated by greater emphasis on theoretical studies in the Commerce group so that the sum total of both theoretical and practical work in the two is approximately the same.

The main point to be looked into in this connection, however, is the depth of the intellectual effort involved in the two curricula. It appears that there need necessarily be no fear that the study of Cotton Craft in the post-Basic schools will always be inferior in intellectual content to the subject of Commerce or any other equivalent elective. The following list of topics extracted from the two syllabi illustrates this point more concretely:—

A. Cotton Craft

- (i) Research in loom as a machine from the primitive type of loom to the power-loom. Acquaintance with the research of mechanical secret, occasions of research and lives of the inventors.
- (ii) History of village handicraft movement—*khadi* and *Swadeshi* in India with full details.
- (iii) Cloth mills in India and their production. The number of spindles and looms in them, mill workers and their condition, laws regarding textile struggle, laws protecting mill workers.
- (iv) Cloth-producing countries in the world. History relating to cloth trade.
- (v) Designs of zigzag and fashionable weaving, drawing designs, constructing paddles.
- (vi) Problems of world cloth, invasion for cotton regions, invasion for securing coal for factories.
- (vii) Acquaintance with the syllabus in textile for Basic school management and class-work.
- (viii) Rules, regulations and management of *khadi* centres and spinning centres.
- (ix) To study the conditions of weavers who weave mill yarn.
- (x) To study the conditions of the farmer with regard to self-sufficiency.
- (xi) To study the conditions of mill workers.

B. Commerce

- (i) The economic activities of man, subject-matter of economics, fundamental concepts, wealth, goods, utility, value and price, demand and supply.
- (ii) Consumption, characteristics of human wants, law of diminishing utility, total and marginal utility.
- (iii) Production, land, labour, capital and organisation. Land and the influence affecting its productivity. Law of diminishing returns. Labour, theory of population, division of labour. Capital.
- (iv) Large scale and small scale production. Localization of industry, laws of constant and increasing returns, markets.
- (v) A citizen's duties to the family, to the community and to the State.
- (vi) Personal and moral duties.

- (vii) Activities of the State, merits and defects of democracy, public opinion, political parties.
- (viii) Government, the executive, the legislature, and the judiciary.
- (ix) Forms of Government, totalitarian, republican, and socialistic.

In making the above general recommendation, the Committee has been further supported by the following facts:—

(i) The amount of time devoted to the study of crafts in post-Basic schools is approximately half of the total time available during school hours. For the Multipurpose schools also, the total amount of time devoted to the electives or special subjects is approximately 50 per cent of the total time available for school work taking the duration of the Higher Secondary stage as a whole.

(ii) The admission qualifications for both types of institutions are the same, *viz.*, completion of Elementary, Middle, Junior High or Senior Basic stage of education.

(iii) It should be possible to pursue at least some of the crafts in the post-Basic schools at an advanced level, because there are a number of institutions in the country (and more may grow) where these crafts or allied subjects are pursued at the collegiate and higher level. Some examples of these are:—

- (a) Agriculture and/or Forestry in colleges of agriculture and institutions of post-graduate agricultural studies and research like the Indian Institute of Agricultural Research at New Delhi, the Agriculture University at Rudrapur in U.P., and the Forest Research Institute, Dehra Dun.
- (b) Animal Husbandry in the veterinary colleges and the Veterinary Research Institute at Izatnagar, U.P.
- (c) Dairy Farming pursued at the colleges of agriculture and the Indian Dairy Research Institute, Bangalore.
- (d) Cloth and Cotton Crafts pursued in the textile departments of engineering colleges, the Central Textile Institute at Kanpur, and the Textile Research Institute at Ahmedabad.
- (e) Fish Culture pursued at several important marine centres in the country, including the Deep Sea Fishing Station, Bombay, and the Central Inland Fisheries, Calcutta.

- (f) Horticulture in the agricultural colleges and the Fruit Research Institute in U.P.
- (g) House Construction pursued in colleges of engineering and the Central Building Research Institute, Roorkee.
- (h) Leather Work pursued at the Central Leather Institute at Madras.
- (i) Food Processing pursued at the Central Food Technological Institute at Mysore.
- (j) Home Craft in the colleges of home science, home science departments of the universities, and the College of Nursing at New Delhi.
- (k) Fine Arts and Music in various colleges and university departments of fine arts and music.
- (l) Generally in the Rural Institutes which award diplomas in some subjects equivalent to university degrees.

Humanities and Sciences in the Post-Basic Schools

Coming to another aspect of the curricular offerings, it is noted that although the post-Basic schools have generally emphasized the teaching of Social Studies, Languages, and Science, yet provision has not by and large existed for the teaching of Humanities and Sciences at the same advanced level at which they are provided as *electives* in the Higher Secondary or Multipurpose school. The Committee would, therefore, suggest that as *every* Higher Secondary school is now expected to provide for the teaching of Humanities and Sciences as diversified groups, necessary assistance should be made available to *every* post-Basic school to introduce these two electives. After such provision has been made, the State Governments may find that some of their post-Basic schools, with the teaching of Humanities and Sciences adequately strengthened and with the provision of the study of crafts like agriculture at an advanced level, are eminently suited for conversion to Multipurpose schools. The Committee recommends, therefore, that while selecting schools for conversion to Multipurpose schools, post-Basic schools should be given due consideration and that wherever facilities permit they should be taken up for conversion to Multipurpose schools along with the other institutions.

A Common School-Leaving Certificate Examination Necessary

It is further felt that the administrative measure of giving similar recognition to the education provided to students in

the two types of institutions is no less important than the developing of similar curricula or syllabi in them. The considerations that will eventually decide whether or not post-Basic schools function on a footing of equality with the other Higher Secondary schools will depend on whether or not the school final examination in the two types of institutions is given the same kind of recognition for purposes of higher education and employment. The Committee feels, therefore, that if the parallelism between the two types of institutions is to be done away with completely and the disadvantages from which students passing out of post-Basic schools have suffered in the past are to be removed, the post-Basic schools must lead to the same public examination at the end of the post-Basic stage as the Higher Secondary or Multipurpose schools. This will be possible only if the authorities conducting the School Final Examination of the Higher Secondary and Multipurpose schools also conduct the examination for the post-Basic schools. A very important albeit incidental advantage of such an arrangement would be that it would facilitate the transfer of students from the post-Basic schools to the Higher Secondary and Multipurpose schools and *vice versa*. The Committee noted with satisfaction that such a recommendation had already been made to the State Governments some time ago. However, as the Boards and universities concerned have not effectively and everywhere assumed the examination responsibilities in respect of post-Basic schools situated in their jurisdiction, the Committee would like to reiterate that the matter should be taken up urgently with the authorities and necessary arrangements finalized as quickly as possible. It is hardly necessary to add that while developing a common examination scheme for the two types of institutions the authorities concerned will take cognizance of the special features of the work done in post-Basic schools. The situation which will arise here will be similar to the one in which, for example, the same State Board of Secondary Education today examines the candidates in Intermediate Arts, Intermediate Science, Intermediate Commerce, Intermediate Agriculture, etc., and issues the same certificate although the method of examination varies to some extent from subject to subject.

It is obvious that the examination of the Post-Basic school children by the common authorities will automatically establish parity between the post-Basic and the ordinary Higher Secondary and Multipurpose schools in the matter of employment and eligibility for Higher education. During the intervening period, however, the Committee recommends that the Governments (Central and State) should recognise the School Final Examination of the post-Basic schools as equivalent to

the certificate awarded to students passing out of the Higher Secondary and Multipurpose schools for purposes of employment and urge upon the universities to accord similar recognition to that examination for purposes of admission to institutions of higher learning. For purposes of employment in the Central Government offices, Union Territories and Centrally administered areas the Government of India have declared the post-Basic examination equivalent to the Higher Secondary examination, provided the same equivalence has already been declared by the State Government in which the post-Basic school is located. The Government of Madras have also declared a somewhat similar equivalence for the post-Basic schools located within their jurisdiction.

Other Conditions of Parity

The question of establishing parity between post-Basic and Higher Secondary or Multipurpose schools, however, reaches beyond that of prescribing a common examination for the two types of schools. If real parity is to be established, it will also be necessary to ensure that the qualifications, salary scales, etc., of teachers and other facilities in the post-Basic schools should compare favourably with those of teachers and other facilities in the Higher Secondary and Multipurpose schools. Exception on this point may, however, have to be made in the case of only a few of the existing teachers working in post-Basic schools who because of their special experience, aptitude and devotion may have to be allowed to continue even though they may be under-qualified technically. The State Governments will, therefore, be well advised to provide assistance to the post-Basic schools for improving their staff, library, laboratory and other facilities on the same basis on which they make such assistance available to the Higher Secondary and Multipurpose schools.

Preference to Post-Basic Schools for Certain Types of Employment

The Committee would also like to recommend that as a matter of policy the products of post-Basic schools should, in the earlier stages, be given preference in the matter of employment on those special jobs for which their training had specially equipped them. The two important occupational fields to which special reference may be made in this connection are teaching at the Elementary level and various sectors of the rural development programmes. The Committee noted with satisfaction that certain departments at the Centre and several State Governments have already agreed to give preference to students from Basic schools.

Improvement of Craft-teaching

The Committee would also like to call attention to two important features of the work of post-Basic schools and suggest that measures should be taken to give them adequate emphasis in the work of ordinary Higher Secondary and Multipurpose schools. One of these relates to the teaching of craft as an important part of the Higher Secondary curriculum and the other to the development of effective correlational techniques in teaching school subjects.

In so far as the teaching of craft is concerned although it is a compulsory subject in the scheme of Multipurpose or Higher Secondary schools, yet it is well known that in most of the Higher Secondary and Multipurpose schools the provision is conspicuous by its absence. Certain amount of manual work should be necessary in all our schools and the Secondary Education Commission sought well to rectify this omission by recommending that craft should become a compulsory component of the core curriculum. While all the State Governments have accepted this recommendation of the Commission in principle, they have not yet found it feasible to introduce craft in all Secondary schools. Suitable teachers of craft are reported to be in short supply; and this is one reason why even where the necessary wherewithal has been available, it has not been possible to introduce the subject on a compulsory basis. However, it is hoped that before long this new component of the Secondary curriculum will consolidate its position and that suitable facilities for the teaching and learning of craft will become universally available.

The point to which this Committee wishes to call particular attention in this context relates to the productivity aspect of craft. Even where provision has been made, many authorities seem to have looked askance at the idea that craft work should be moderately if not highly productive. The Committee would like to express the view that while there can occasionally be a conflict between the education and productive aspects of craft learning, there need not be any such conflict provided the educational and the productive aspects of the whole question are seen in the proper perspective. Since the justification for the inclusion of craft in the Secondary curriculum is its great educational potentiality, it goes without saying that wherever there is a conflict between the educational objective and the idea of productivity, the former should prevail. To give proper but not undue emphasis on the productive aspect of craft should, if anything, make the craft experience of the student educationally richer and more satisfying. In this respect, therefore, the Committee

feels that the ordinary Higher Secondary and Multipurpose schools should try to emulate the work of the post-Basic schools.

Correlation in Secondary Schools

The other point, as already mentioned, relates to the development of correlational techniques in the teaching of subjects. While it is admitted that the correlation as an educational method is as old as education itself and that in emphasizing it as an educational technique Basic education cannot take credit for inventing a new idea but only for highlighting a sound educational principle, yet very little correlation is achieved in the day-to-day work of the ordinary Higher Secondary and Multipurpose schools. This is not to deny that correlation is a technique which has its own limitations particularly at the Secondary level and that an over-enthusiast can always push it to absurd extremes. The point to bear in mind is that wherever practicable the method should be used effectively on account of its tremendous value for making experience really educative. While some of the post-Basic schools may have overdone their part in developing this method as an effective technique, it will not be wrong to say that on the whole the method has received better attention at their hands than in the common run of Secondary schools. The Committee would, therefore, suggest that in this respect also the work of the post-Basic schools is worthy of emulation by other institutions.

Suggested Nomenclature for Post-Basic Schools

To further facilitate the bringing together of the post-Basic and other Higher Secondary schools the Committee thinks that every post-Basic school should suitably add the word "Higher Secondary" to its name. A particular post-Basic school may be rechristened as a particular Higher Secondary post-Basic school or a particular post-Basic Higher Secondary school. While of no great consequence in itself, the measure might help in bringing home the realization that the post-Basic school is not an institution supposedly inferior or superior to the ordinary run of Secondary institutions, but an integral part of the same reorganized and accepted system of Secondary education for the country.

It was also suggested to the Committee in this connection that since the post-Basic schools will now become a type of Higher Secondary schools the use of the label 'post-Basic' could perhaps be dispensed with. The argument given was that just as ordinary Multipurpose or Higher Secondary schools are not given any special names indicating their historical

antecedents, the nature of courses offered there or any other educational characteristics of theirs, similarly the development of the ideas for which the post-Basic schools stand should not be hampered by the deletion of this name. The plea was that while the dropping of the word 'post-Basic' should not deprive the post-Basic schools of any special advantage, it might be of some use in liquidating the prejudice against them. The Committee examined the suggestion very carefully and while it was in sympathy with the objective in view it did not think that in the special circumstances prevailing today such a proposition was feasible.

The suggestions outlined above are calculated to assimilate the post-Basic schools in the national system of Secondary education. If they are accepted, the post-Basic and the Multipurpose schools will become integral parts of the same system of Secondary education for the country. This will be helpful to both types of schools and thus enrich in general the Secondary stage of education as a whole.

IV. SUMMARY OF RECOMMENDATIONS

(1) The study of crafts in post-Basic schools should be considered equivalent to the study of the electives in the Multipurpose schools and for doing this, proper standards should be laid down for both.

(2) Necessary assistance should be provided to every post-Basic school to enable it to raise its standard of study in Humanities and Sciences to the same advanced level as is provided for them as electives in every Higher Secondary school.

(3) While selecting schools for conversion to Multipurpose schools, the post-Basic schools should be given the same consideration for this conversion, wherever possible, as other Higher Secondary schools.

(4) A common scheme of examination for both the post-Basic schools and the Multipurpose schools should be instituted by the State Boards of Secondary Education after giving due cognizance to the special features of the work done in post-Basic schools. This should automatically imply the issue of the same certificate for students of the Post-Basic schools as for those of other Higher Secondary schools.

(5) During the interim period the Governments should recognise the school final examination of the post-Basic schools as equivalent to the certificates awarded to the students of other Higher Secondary schools for purposes of employment and urge upon the universities to accord the same recognition

to that examination for purposes of admission to institutions of higher learning.

(6) In order to enable post-Basic schools to improve the quality of their teachers and strengthen their laboratory, library etc. the same financial assistance and guidance should be made available to the post-Basic schools as is being done to the Higher Secondary and Multipurpose schools.

(7) As a matter of policy the products of post-Basic schools should, in the earlier stages, be given preference in the matter of employment on those special jobs for which their training has specially equipped them.

(8) The recommendation of the All-India Commission for Secondary Education regarding the study of crafts as a compulsory subject should be implemented in all Higher Secondary and Multipurpose schools with due emphasis on the productive aspect of that work.

(9) The technique of correlation should be specifically emphasized in all Higher Secondary and Multipurpose schools and utilised as an effective technique of teaching to the extent it is normally possible to do so at that stage of education.

(10) Every post-Basic school should suitably add the words 'Higher Secondary' to its name.

Sd. P. D. Shukla

22-11-59

Chairman

Sd. Veda Prakasha

22-11-59

Member

Sd. P. C. Sharma

22-11-59

Member-Secretary

APPENDIX

Bombay Government Syllabus for Post-Basic Schools

TEXTILE

Standard IX

Time— Number of working days	200
Number of hours	533 in school
Number of hours	200 in hostel

I. Subject and Time-allocations

1. Craft— further Weaving 400 hours
2. Side Industries— any one from the group 70 „
3. Science of Craft 33 „
4. Spinning for Cloth Self-sufficiency 134 „ in hostel
5. Garden Work for Food Self-sufficiency 66 „ in hostel

1. Craft: further Weaving— Practical

(a) Equipment— one loom between 3 students, measuring 56 inches (Simple handloom should be preferred, so that the student should get an insight in the art of weaving.)

(b) Time— 1,200 hours amongst 3 students (400 × 3).

(c) Weaving for Cloth Self-sufficiency.

(For a Group of 3 Students)

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hour for 3 Students
1	Shirts	Double Yarn	20	4	20	8	30	120
2	Dhoti	Single Yarn	20	2½	10½	10	36	60
3	Shorts	Double Yarn	16	4	13½	7	30	80
4	Sheet	Twil	12	4½	14	5	27	180
5	Towel	..	12	1½	4½	5	27	60
6	Seat	..	4 to 8	1	2½	5	27	100
				..	17½	65	..	600

(d) For further practice in Weaving :

1. To weave the yarn supplied by the school
2. To learn the designs of shirting and coating
3. To learn the designs of the sari-border both simple and fashionable

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 3 Students
1	Coating	Design	16	9	13	6	30	200
2	Shirting	Design	20	8½	30	13	48	200
3	Sari	Single Yarn	26	1¼	5	15	50	200
				18½	48			600

2. Side Industries—any one from the group

Group—Sewing, Dyeing, Calico Printing

Syllabus in Sewing—Practical and Theoretical

Syllabus in Dyeing—Practical and Theoretical

Syllabus in Calico Printing—Practical and Theoretical

3. Science of Craft (related to Weaving)

- (a) To draw designs on graph-paper of 4 varieties of border, shirting and coating. To prepare 2 new designs.
- (b) Research in loom as a machine from primitive type of loom to the power-loom. Acquaintance with the research of mechanical secret, occasions of research and lives of the inventors.
- (c) History of village handicraft movement—*Khadi* and *Swadeshi* in India with full details.
- (d) Cloth mills in India and their production. The number of spindles and looms in them, mill workers and their condition, laws regarding textile struggle, laws protecting the mill workers.
- (e) Cloth producing countries in the world. History relating to cloth trade.
- (f) To prepare the conspectus of income and expenditure in textile of the school.
- (g) New ideals in *Khadi* thought. *Khadi* for tradesake. *Khadi* for self-reliance. *Khadi* as a means of getting livelihood.
- (h) In connection with the management of *Khadi* Centres :—
 1. How to establish *Khadi* circles.
 2. In connection with the teaching of various operations.
 3. What equipments are necessary and wherefrom to get them.
 4. Community spinning, sports in spinning, etc.

5. Statements and accounts of *Khadi* Centres.
 6. Principle of self-sufficiency, etc.
- (i) Village handicrafts—in connection with sewing, dyeing and calico printing.
4. Spinning for Cloth Self-sufficiency }
 5. Gardening for Food Self-sufficiency } As per Standard VIII

Standard X

1. **Time**—Number of working days 200
 Number of working hours 533 in school
 Number of working hours 200 in hostel
2. **Subject and Time-allocations**
- (1) Craft—further Weaving 400 hours
 (2) Side Industries—any one from group II 70 „
 (3) Science of Craft 33 „
 (4) Spinning for Cloth Self-sufficiency 134 „
 (5) Garden Work for Food Self-sufficiency 66 „
- (1) Craft—further Weaving,
 (a) Time—1,200 hours among 3 students (400 × 3).
 (b) Equipment—Shuttle loom measuring 52 inches.
 (c) Weaving for Cloth Self-sufficiency—As per syllabus for Standard IX. However, time-limit will be 500 hours instead of 600 hours.
 (d) For further practice in Weaving, to weave fine and designe cloth.

(For a Group of 3 Students)

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 3 Students
1	Sari Bordered	..	26	1½	5½	15	50	150
2	Design Cloth	..	26	1½	5½	15	50	200
3	Simple Khadi	..	20	15	50	13	50	350
			..	17½	61	700

- (2) Side Industries—any one from group II :

Group II—Carpentry, Smithy
 Syllabus in Carpentry—Practical
 Syllabus in Smithy—Practical

(3) Science of Craft (related to Weaving)

- (a) To fit up a loom at a new place.
- (b) To prepare diagrams of designs of strap borders. To prepare new designs.
- (c) To prepare boxes out of designs.
- (d) Designs of zigzag and fashionable weaving, drawing designs, constructing paddles.
- (e) Problems of world cloth, invasion for cotton regions, invasion for securing coal for factories, invasion for capturing the trade of the backward country. History of India, China, Africa in connection with the above.
- (f) *Khadi*—as real solution of cloth self-sufficiency. *Khadi* and Education, *Khadi* and *Gram Swarajya*, *Khadi* and Culture.
- (g) Science of dressing—absolute need and limitations of clothes, loose and fit clothes. Art in dressing and its limitations. Sewing and its limitations. Merits and demerits of clothes made out of cotton, wool, silk, sun hemp, etc. Fashions, of clothes in different centuries and in different communities.

Science of Craft (related to Carpentry)

Science of Craft (related to Smithy)

Standard XI

1. Time —Number of working days	200
Number of working hours	533 in school
Number of working hours	200 in hostel

2. Subject and Time-allocations

Syllabus—Type I (for students desiring to go to university for Science, Courses):

1. Further Weaving	300 hours
2. Side Industries—any one learnt from Group I or II	70 „
3. Science of Craft	162 „
4. Spinning for Cloth Self-sufficiency	134 „
5. Garden Work for Food Self-sufficiency	67 „

Syllabus—Type II (for students desiring to go to university for Teachers' Training, Social Service Training, Economics, Philosophy, Language, etc. courses) :

1. Further Weaving	300 hours
2. Side Industries—(a) Further study of any one craft learnt from Group I	80 „
(b) Further study of any one craft learnt from Group II	80 „
3. Science of Craft	150 „
4. Spinning for Cloth Self-sufficiency	134 „
5. Garden Work for Food Self-sufficiency	69 „

Syllabus—Type III (for students desiring to carry on the profession) :

1. Further Weaving 500 hours
2. Science of Craft 33 "
3. Spinning for Cloth Self-sufficiency . . . 134 "
4. Garden Work for Food Self-sufficiency . . 66 "

Syllabus—Type I

I. Further Weaving

- (a) Time—500 hours of work among 2 students (300×2).
- (b) Equipment—One loom between 2 students, measuring 52 inches.
- (c) Weaving for self-sufficiency. "

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 2 Students
1	Shirt, Dhoti Sheet	Single Yarn	18	5	20	9	32	100
2	Towel, Short, Cap	Double Yarn	16	5	18	6	30	100

(d) Weaving for further practice.

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 2 Students
1	Dhoti	..	25	3	12½	14	50	100
2	Sari	..	30	3	12½	17	50	100

(e) Design Weaving

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 2 Students
1	Sari	Design	20	3	10	15	50	200
TOTAL (c), (d), (e)			..	19	73	600

2. Side Industries—further study of any one from the groups I and II already learnt

Syllabus in Sewing—Practical
Syllabus in Dyeing—Practical
Syllabus in Calico Printing—Practical

3. Science of Craft—(related to Weaving)

- (a) To fit up a loom or to repair one which is not in working order.
- (b) To prepare designs of borders, straps, zigzag weaving. To prepare graphs and to construct paddles and boxes.
- (c) To prepare conspectus for income and expenditure in textile for a family and cooperative community.
- (d) What remedies should be adopted for making the village self-sufficient in cloth,—in respect of equipment, training in various operations, raw material, rules and regulations regarding trade in the village, rules and regulations of village *Swarajya*?
- (e) Study in connection with the above things of the countries in which there is cloth self-sufficiency.
- (f) Acquaintance with the syllabus in Textile for Basic school management and class-work.
- (g) Rules, regulations and management of *Khadi* Centres and Spinning Circles.
- (h) Study of the conditions of weavers who weave mill yarn.
- (i) To study the conditions of the farmer in respect of self-sufficiency.
- (j) To study the conditions of the mill workers.
- (k) To write down the accounts of experiences and knowledge gained in textile during 4* years of the Course.

Science of Craft (related to Sewing)

Science of Craft (related to Dyeing)

Science of Craft (related to Calico Printing)

Science of Craft (related to Carpentry)

4. Spinning for Cloth Self-sufficiency
 5. Gardening for Food Self-sufficiency
- } As per Standard VIII

Syllabus—Type II

1. Further Weaving

- (a) Time—600 hours of work among 2 students (300×2).
- (b) Weaving for Cloth Self-sufficiency—As per Syllabus—Type I.
- (c) Weaving for further Practice—As per Syllabus—Type I.

2. Side Industries

- (a) Further study of any one from Group I already learnt. See the syllabus in Sewing or Dyeing or Calico Printing given in Syllabus—Type I.
- (b) Further study of any one from Group II already learnt. See the syllabus in Carpentry or Smithy given in Syllabus—Type I.

*In Bombay State, Standard VIII is included in the post-Basic stage.

3. Science of Craft—(related to Weaving)
- To study the conditions of weavers who weave mill yarn.
 - To study the conditions of farmers with respect to self-sufficiency.
 - To study the conditions of mill-workers.
 - To write the account of the experiences and knowledge gained in textile during 4* years of the course.
4. Spinning for Cloth Self-sufficiency }
 5. Gardening for Food Self-sufficiency } As per Standard VIII.

Syllabus—Type III

1. Further Weaving

- Time—1,000 hours among 2 students (500 × 2).
- Weaving for Cloth Self-sufficiency—As per Syllabus Type I—200 hrs.
- Weaving for further Practice.

Sl. No.	Cloth	Variety	Count	Weight (lbs.)	Yards	Vishi	Width (inches)	Hours for 2 Students
1	Dhoti	. Bordered	. 20	5	18	13	48	140
2	Sari	. Bordered	. 25	6	22	15	50	160
3	Sheet	. ..	12	3	5	10	54	300
4	Sari	. Design	. 20	1½	5½	13	50	200
			..	15½	50½	1,000

2. Science of Craft—As per Syllabus—Type I.
3. Spinning for Cloth Self-sufficiency }
 4. Gardening for Food Self-sufficiency } As per Standard VIII.

*In Bombay state, standard VIII is included in the post-Basic stage.

**Draft Syllabus Drawn by the Council of Secondary Education
for Higher Secondary Schools**

GROUP 4 (COMMERCIAL)

(a) Elements of Commerce

1. Introductory—The modern business world. Various types of merchants and businessmen. Extractive and manufacturing industries.

2. The organisation of a merchant's office—different departments—operations accompanying outward and incoming correspondence. Filing and indexing, labour-saving devices.

3. The methods of buying and selling goods—opening business, buying and selling, tenders, contracts etc.

4. Postal and telegraphic information—charges of letters, parcels and telegrams, writing of telegrams in codes and ciphers, the telephone.

5. Medium of remitting money—banks and post offices.

6. Retail trade—organisation of retail business, the retailer and his supplies, conditions of purchase, trade and cash discounts, delivery. Debit notes and credit notes. Types of retailers—small shopkeepers, specialist shopkeepers. Departmental stores, chain stores etc.

7. Wholesale trade: Functions of the wholesaler—organisation of the wholesale business—wholesale buying and selling.

8. Organisation of commerce—sole traders, partnership firms and joint stock companies, agents and brokers.

9. Banks—advantages of a banking account, cheques, bills of exchange and promissory notes.

10. Methods of preparing invoices of forwarding goods; means of transport and transit.

11. Methods of sale, terms of sale, transfer of risk and property.

12. Transport—rail transport, road transport, sea transport, air transport.

13. Processes of commerce—marketing of goods—description of goods—grading and standardisation—assembling and packing—packages and containers—brands and trade marks—advertisement through different media—press publicity.

14. Sales Department—its organisation—direct selling agents and salesmen—warehousing of goods—market research.

15. Import and export trade—its procedure—customs and other formalities in connection with imports and exports.

16. Invoices “francs”, “loco”, f.o.b., c. and f., c.i.f.

17. Insurance—general principles underlying different types of insurance—life, fire, marine and accident.

18. Salesmanship and advertising—definition. Their importance, fundamentals of selling, display of goods, personal qualities of a salesman. Objects of advertising and publicity in an attractive way. Different media of publicity.

MUSEUM AND LABORATORY

1. Specimen of commercial documents used in banks, insurance companies, post offices and trading houses. Charts and diagrams.

2. Specimen of account books—journal, ledger, cash book, sales day books, purchase books, minute-books, shareholders' registers.

EQUIPMENT.

1. Addressing Machine (Roneo or Addressograph).
2. Comptometer for calculation, addition, checking invoices.
3. Automatic dating, numbering and price-marking machines.
4. Gumming machine, sealing machine, stamp-affixing machine, franking machine, folding machine, stapling machine, punching machine.
5. Visible filing system

Visible charts	}	Roneo
Visible card records		
or		
Tabulating card files	}	Remington Rand
Card index unit		
Vertical card ledger tray		
Visible filing system		
6. Filing cabinets.

(b) *Commercial Geography including Economics and Civics*

(A) COMMERCIAL GEOGRAPHY

The basis of Commercial Geography. Its relation to other sciences. The influence of environment, physical and non-physical, on man's economic activities. The climatic and natural regions. Distribution of products—agricultural, mineral, pastoral, lumbering and fisheries. Modes of transport—land, water and air. Trade centres and ports—study of the Commercial Geography of India with reference to climate, natural regions, population, economic resources, foreign trade and transport.

(B) ECONOMICS

NOTE.—In Economics a student should get acquainted with elementary economic theory as well as with a description of economic life in India in different sectors. The following are the main topics.

1. The economic activities of man—subject matter. Economics—fundamental concepts—wealth, goods, utility, value and price. Demand and supply.
2. Consumption—characteristics of human wants—law of diminishing utility—total and marginal utility.
3. Production—land, labour, capital and organisation. Land and the influences affecting its productivity—law of diminishing returns. Labour—theory of population—division of labour. Capital.
4. Largescale and smallscale production—localisation of industry. Laws of constant and increasing returns. Markets.
5. Exchange—barter, money, functions of a bank, credit instruments. International trade—law of comparative costs—protection and free trade.
6. Distribution—rents, wages, interest and profit—national dividends.

(c) CIVICS

Note.—In Civics attention should also be paid to descriptive Civics, with particular reference to India.

1. Meaning and scope of the study of Civics.
2. How Government affects our daily life.
3. Public services and amenities.

4. The individual and society. The modern State. The citizen as a member of the State.

5. A citizen's rights.

6. A citizen's duties to the family, to the community and to the State.

7. Personal and moral duties.

8. Activities of the State—merits and defects of democracy—public opinion—political parties.

9. Government—the Executive, the Legislature and the Judiciary.

10. Forms of government, totalitarian, republican and socialistic.

11. The electorate.

12. Nationalism—United Nations Organisation.

13. A study of the Local, the State and the Central forms of the Government of India.

(c) *Optional Subjects*

1. BOOK-KEEPING

1. The Theory and Principles of Double Entry Book-keeping.

2. Primary Books:—

(a) Journal—The theory of Journalising.

(b) Ledger—Posting from the Journal, Marking cross references of folios, Balancing of ledger accounts.

3. Subsidiary Books and their Use:—

(a) Cash Book with Cash and Discount, Cash, Bank and Discount, and Cash and Bank Columns.

(b) Simple and Columnal Petty Cash Book on Imprest system.

(c) Purchase Book and Returns Outwards Book.

(d) Sales Book and Returns Inwards Book.

4. Posting of the above subsidiary Books into Ledger Account.

5. Compiling of Trial Balance.

6. Balancing Goods Account and preparing simple Profit and Loss Account and Balance Sheet.

7. Preparation of Bank Reconciliation Statement.
8. Different methods of calculating depreciation.
9. Recording transactions pertaining to drawing and accepting Bills of Exchange through Journal and properly ruled Bills Receivable and Bills Payable Books.
10. Recording transactions pertaining to discounting, retiring, dishonouring and renewing Bill of Exchange.
11. Opening, closing, adjusting and rectifying entries. Rectification of errors through suspense account.
12. Treatment of Real, Personal and Nominal Accounts.
13. Methods of business payments—Postal Orders, Money Orders, Cheques, Bank Drafts, Bills of Exchange—Inland and Foreign.
14. Preparation of Trial Balances, Trading and Profit and Loss Accounts and Balance Sheets (with simple adjustments) of Sole Traders.
15. Methods of ascertaining average due dates and maintaining of Accounts Current.
16. Single-entry Book Keeping—its meaning, incompleteness and defects. Preparation of statements of affairs for ascertaining the financial position.
17. Preparation of Manufacturing, Trading and Profit and Loss Accounts and Balance Sheets (with more adjustments) of (i) Sole Traders (ii) Partnership Firms.
18. Methods of recording transactions pertaining to consignments,—inward and outward.
19. General principles applicable to Partnership Firms. Usual terms in Partnership Agreements. Partners' Capital Accounts and Current Accounts etc.

2. TYPEWRITING AND SHORTHAND

Typewriting (Touch System)

1. Explanation of the key-board system of typing, principles of typing and different types of machines. Parts of a machine.
2. Fingering exercises by touch system.
3. Typing of more difficult words and sentences for gaining accuracy.

4. Sentences for speed practice.
5. Simple passages.
6. Oiling, cleaning and minor repairs.
7. Words and passages for gaining accuracy and speed.
(Speed by the end of the year should be 20 w.p.m.)
8. Commercial letters and use of carbon.
9. Demi-official letters and personal letters.
10. Tabular statements, such as, invoices, simple accounts, etc.
11. Simple manuscript work.
12. Words and passages for gaining accuracy and speed.
(Speed by the end of the year should be 25 w.p.m.).
13. Typing of difficult and confused manuscript.
14. Typing of longhand abbreviations.
15. Difficult tabular statements, such as, Balance Sheets, Profit and Loss Accounts, etc.
16. Advertisements—their adjustment.
17. Office routine—To explain the form in which work is given to the typist in Government offices.

Shorthand (Pitman's System)

1. Consonants, vowels and diphthongs.
2. Circles and loops.
3. Initial and final hooks.
4. Circles and loops to final hooks.
5. Termination.
6. Aspirate.
7. Compound consonants.
8. Medial semicircles.
9. Halving and doubling principles.
10. Suffixes and prefixes.
11. Contractions.

12. Revision of the exercises of the textbook for increasing speed.

13. Business, industrial, shipping, banking, political and insurance phrases.

14. Commercial letters.

15. Speed 60 words per minute.