



EDUCATION DEPARTMENT

THE
PROGRESS OF EDUCATION
IN MADRAS

QUINQUENNIAL REVIEW
1947-52

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QUINQUENNIAL REVIEW ON THE PROGRESS OF EDUCATION IN MADRAS, 1947—52

CHAPTER I.

INTRODUCTORY.

A. Impact of political and economic changes in the country on education.

In the beginning of the previous quinquennium (1942) war clouds looked black indeed and thus affected considerably the educational institutions and educational effort in the Madras Presidency.

The beginning of the present quinquennium (1947) saw the beginning of a Free India. The period under report started with far-reaching political changes in the country with the attainment of Independence on August 15, 1947; the birth of the Indian Republic on the 26th January 1950 and the making of the Indian Constitution.

Having emerged only quite recently from the severe effects of World War II, the country saw everywhere its condition quiet unsettled and much disturbed politically and economically. An all-round social awakening was noticeable, the old days of apathy and indifference to education on the part of the masses, especially in rural areas, with regard to education disappeared. The social awakening inspired by political agitators for a generation, the enthusiasm and love for education that India's soldiers of the Second World War brought back from their travels and the facilities and concessions granted, were some of the factors that contributed to the demand on an unprecedented scale for the expansion of education in the State during the period 1947—52. There was a phenomenal rise in the demand for education especially at the Secondary and College stages and for Technical Education. The demand was keen both in urban and rural areas.

The attainment of freedom released great forces of National reconstruction. The Constitution of India declared the need to achieve universal compulsory education within ten years from 1950. The need to provide educational facilities on a mass scale became very urgent.

The State Government boldly laid down a policy of having at least one Elementary School in each village with a population of 500 and above, one Secondary School for each taluk and one College for every district, although corresponding resources for running them on proper lines were not readily available.

Figures given in section (f) show the great expansion of education achieved during this vital period. But this period is notable not merely for the increase in the number of educational institutions and scholars but also for reforms, reorganization and introduction of new schemes and features hitherto unknown, but quite essential under the impact of political and economic changes.

There was, first of all, the need for a literate people, a need that became more pressing and urgent with the extension of franchise to all adults. There was again the constant demand for efficiency and increased output in Industry, Commerce, Public service and also for social discipline. Last of all, but by no means the least, there was the crying need for "Vocationalism", i.e., education for a job; larger and better education to secure better and better jobs. Whatever the general aims therefor, no scheme of educational development could ignore these three conditions. Naturally, the last five years 1947—52, which forms the first five years of Free India, have been a period of tremendous increase in the number of educational institutions of all types and of every description.

Consequent on the important political changes in the country, certain readjustments in the administrative set up were found necessary during this period. The following are some of the instances:—

1. Pudukkottai which was a separate State till 3rd March 1948 with its own Director of Public Instruction and its own scheme of Elementary, Secondary and Collegiate education, got merged into the Indian Union, with the result the Director of Public Instruction, Pudukkottai, was permitted to retire and a separate officer of the status and rank of a District Educational Officer (designated as Special Officer) was put in charge of its educational affairs. The Special Officer was assisted by two Deputy Inspectors. Elementary schools which were formerly under the control of the Pudukkottai Government were transferred to the control of the Tiruchirappalli District Board in 1950 and Pudukkottai Municipality in 1951.

2. Consequent on the merger of the Banganapalle State with Madras, the administration of the Education Department and the institutions of the State were taken over by the District Educational Officer, Kurnool.

B. Reorganization of Education.

With the gaining of independence the problems became so vastly different. The country got a new status, a new outlook and a new responsibility. The content, programme and emphasis of education had to be completely re-orientated, re-thought and re-adjusted. Attempts were made to strike along new paths and try new experiments. By doing this many interesting and valuable experiences were gained.

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Reorganization has been the key note of the department during the period under report. While a large number of new schemes were organized, the existing system of Elementary and Secondary Education was thoroughly reorganized during the quinquennium. The introduction of Basic Education envisaged a reformation and reorganization of Elementary Education in certain fundamentals.

The need to have a wider variety in the curriculum at the high school stage with a vocational bias, apart from the academic course leading to the Universities was increasingly recognized and provided for, by the introduction of diversified courses such as the pretechnological courses in Engineering, Secretarial course and Agriculture for boys and the Aesthetic and Domestic Science courses for girls. The reorganized scheme of Secondary Education introduced in 1948 was a comprehensive one. Great emphasis was placed on the regional language, basic crafts, citizenship training and the provision for audio-visual education. A detailed account of the scheme is given in Chapter V dealing with Secondary Education.

C. Important Committees and Conferences.

Advisory Board of Education.—In G.O. Ms. No. 13, Education, dated 4th January 1947, Government constituted a Provincial Advisory Board of Education consisting of 29 members to advise them on all matters referred to it relating to all grades of education.

The Hon'ble Minister for Education was the Chairman and Sri D. S. Reddy, the then Deputy Director of Public Instruction, was the Secretary. The Board ordinarily met once in three months and discussed subjects of varying nature.

Two conferences of all District Educational Officers and Inspectresses were held during the quinquennium at the Teachers' College, Saidapet. The first conference held in 1948 was a camp-conference and the "Reorganized Scheme of Secondary Education" was the main theme.

Board of Secondary Education.—The S.S.L.C. Scheme introduced in 1920 contemplated the constitution of a Board for working the scheme and conducting the examination. Its members were directly connected with High Schools, either as Headmasters or as Inspectors of Schools and their functions were more than advisory.

After some years the University of Madras agitated for representation on the Board and it was given. For sometime it was a convention to send to the Board only those who had direct touch with the High Schools, but very soon this healthy convention was broken:

In pursuance of the recommendations of a Committee appointed by the Madras University, the Madras University was given

increased representation on S.S.L.C. Board and the Board was declared an autonomous body.

In G.O. Ms. No. 1788, Education, dated 16th September 1946, the S.S.L.C. Board was reorganized and was re-named as the Board of Secondary Education. The new Board had a wider basis of representation of the several interests connected with Secondary Education.

The Board consists of twenty-six members—

(1) Officials (ex-officio)	5
(i) The Director of Public Instruction, Madras— <i>Chairman</i> .	
(ii) The Deputy Commissioner for Government Examinations, Madras (<i>Vice-Chairman</i>).	
(iii) The Deputy Director of Public Instruction in-charge of Secondary Education.	
(iv) The Principal, Teachers' College, Saidapet.	
(v) The Principal, Government Training College, Rajahmundry.	
(2) Representatives of Universities	10
Madras University	6
Andhra University	3
Annamalai University	1
(3) Nominated Members—	
Representatives of Teachers	2
Representatives of Managers	2
Representatives of Technical Education	2
Departmental Officers	2
Other interests	3

It also differed from the Old Board in debarring its members from being examiners or paper setters and in providing for the appointment of separate committees for these and other purposes.

The first reorganized Board was constituted in September 1946. The Board advised the Director of Public Instruction on all matters referred to it on subjects relating to Secondary Education particularly those relating to the S.S.L.C. Scheme. The Board was also consulted (i) on the syllabuses and the courses of study in Secondary Schools, (ii) on the suitability of books to be prescribed for the S.S.L.C. Examination, (iii) on the appointment of Examiners; and (iv) on the nature and duration of the question papers for the S.S.L.C. Public Examination. The Board had several sub-committees under it for the several subjects dealt by it. Usually these sub-committees considered the problems referred to the Board in detail at first and they submitted their recommendations to the Board.

The Board was reconstituted in G.O. Ms. No. 3041, Education, dated 29th September 1949, for a period of three years from 21st

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September 1949. The strength of the Board was increased from 25 to 26 by the addition of the Principal, Government Training College, Rajahmundry, as an ex-officio member.

In G.O. Ms. No. 2490, Education, dated 6th September 1951, the Government appointed the Deputy Commissioner for Government Examinations as an ex-officio member and Vice-Chairman of the Board and the Secretary ceased to be a member of the Board. Government ordered that the Board of Secondary Education should be a first-class committee.

The Board met twelve times for the transaction of business during the period.

Text-Book Committee.—The Madras Text-Book Committee continued during the period and exercised its advisory functions.

The functions of the Committee were mainly .

(a) to consider such books as may be submitted to it and to advise in regard to their suitability as text-books for the several classes and forms in recognized schools, the list in each subject, and for each class or form being as varied and complete as possible, so that managers of schools may have a wide field in which to exercise the freedom of choice vested in them ;

(b) to delete from the list of books available for school-use, those which are unsuitable for use in schools throughout the area controlled by the Madras Educational Department and to distinguish those which are suitable as text-books from those which deserve a place in the school library or in the teachers' library. The Committee was not for prescribing particular text-books ; but to provide a list of books in the different subjects from which the School authorities may, in selecting, exercise their discretion ;

(c) to advise the Educational Department as to the steps to be taken for the preparation and publication of new text-books when necessary ;

(d) to help in forming under the control of the Director an educational library containing all text-books approved by the committee and authorized by him during a period of five years, the text-books approved before that period except those in current use, being disposed of by the Director in a manner he considers fit ; and

(e) to report on any matter concerning text-books which may be referred to it by the Director.

Constitution.—Exclusive of the President and the Deputy Commissioner, the Committee consisted of not more than forty members, nominated by the Director of Public Instruction, Madras, subject to the approval of Government, of whom five were to be Muslims (representing the five chief languages of the Presidency).

The members of the committee held office for three years, but were eligible for renomination. The Government could, without assigning any reasons, at any time, remove any member.

The Director was the ex-officio President and the Secretary to the Commissioner for Government Examinations, the ex-officio Secretary.

During the absence of the Director of Public Instruction, Madras, the Deputy Commissioner for Government Examinations, Madras, could attend the Text-Book Committee meetings.

The Committee ordinarily meet twice a year on the second Wednesday in February and the second Wednesday in September. The President has the power to convene special meetings as occasions arise or on the requisition in writing of not less than four members. The sub-committees meet at such times as their respective Chairmen consider it necessary.

For want of sufficient number of books for consideration in September no meetings were held in September during 1947—52.

Salient features during 1947—52.—A sub-committee was appointed to implement the suggestion made by the Hon'ble Minister for Education regarding the re-orientation of ideology of the Text-Book Committee. Accordingly Government authorized the Commissioner for Government Examinations to publish a guide book containing essential requirements for approval of Text-Book Committee for the use of authors and publishers of text-books. Government also gave permission to revive the publication of the consolidated list of approved books from 1950 onwards.

Statistics of 1951—52.—During 1951—52, 33 publishers were registered (out of the 37 who applied for registration). The amount realized as registration fee was Rs. 7,600. The total number of registered publishers at the end of 1951—52 was 374. During 1951—52, there was a surplus of Rs. 804—5—0 over expenditure.

	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
Total number of registered publishers.	283	303	333	379	374
Number of books received for consideration—					
(1) Elementary schools ..	832	251	550	757	582
(2) Secondary schools ..	1,133	618	1,541	1,190	1,227
	RS.	RS.	RS.	RS.	RS.
Sum realized as scrutiny fees ..	12,650	8,697	20,926	19,331	16,972
Registration fee realized ..	4,600	4,200	7,200	11,406	7,400

The Sixth Quinquennial Conference of the Universities of India was held under the auspices of the Madras University in 1948. In January 1952, the Commonwealth Universities delegation visited the Madras University and the meeting of the Executive Committee was held in Madras under the chairmanship of the Vice-Chancellor of the Madras University, who was elected Chairman of the Executive Committee for the year 1951—52.

Andhra Districts Committee to enquire into the standard of efficiency of the schools.—The Government felt that the standard of education in the Secondary Schools in the Andhra districts required improvement. In G.O. Ms. No. 2066, Education, dated 26th September 1947, the Government constituted a committee with Sri C. D. S. Chetty, as Chairman, to enquire and find out the reasons for the low level of efficiency and to suggest ways and means to remedy the defects and improve educational standards.

The Fifth All-India Basic Education Conferences was held at Perianaickenpalayam on the 7th, 8th and 9th May 1949 under the presidentship of Dr. Zakir Hussain, President of the Hindustani Talimi Sangh. This gave a great impetus to the progress of Basic Education in the State and it enabled the workers in the field of Basic Education to come into contact with experienced men and women who have been working the scheme successfully in other States. For the All-India Basic Education Conferences held in the different years outside the State, a number of delegates of the Education department were deputed to attend.

Convention of Basic Training School Headmasters.—The need to convene a convention of the Heads of Basic Schools in the State to discuss the various problems relating to Basic Education and to evolve a workable formula to develop Basic Training schools on proper lines, was felt. The first convention was held at Keelamoongiladi in the middle of October 1949. The recommendations of the Conference were considered by the Government and orders were issued in G.O. No. 198, Education, dated 25th January 1950, approving most of the recommendations.

Regional conferences in 1951-52.—The Advisory Board of Basic Education recommended the holding of regional conferences of Basic Education workers at convenient centres once a year so that, at this preparatory stage, workers of Basic Training Schools and Basic Schools and the inspecting officers in charge of Basic Education might come into touch with one another and co-ordinate their work. On the Director sponsoring this, Government accepted it and directed that three such conferences be held in 1951-52, one for Telugu districts, one for the Madurai Division and the third for the Coimbatore Division (G.O. No. 1450, Education, dated 23rd May 1951).

Basic Education Advisory Board.—Along with the introduction of Basic schools an important step taken in furtherance of the new policy was the institution of a Basic Education Advisory Committee to advise Government on all matters connected with Basic Education.

Early in 1949 the Provincial Advisory Board of Education was reconstituted with various sub-committees to deal with the different branches of education. The Basic Education Board was

abolished and a sub-committee of the Provincial Advisory Board was set up instead for Basic Education.

In G.O. No. 3391, Education, dated 5th November 1949, Government passed orders constituting a separate Board of Basic Education instead of a sub-committee of the Provincial Advisory Board of Education, to advise the Government on all matters connected with Basic Education. The Basic Education Sub-Committee constituted under G.O. No. 221, Education, dated 20th January 1949, was dissolved and an Advisory Board constituted with 24 members and the Hon'ble Minister for Education as Chairman and the Basic Education Officer as Convenor. The Advisory Board met in January 1951. The Sub-Committee of the Advisory Board met twice in July 1950 and in December 1950.

D. Medium of Instruction.

The medium of instruction in the Primary and Secondary schools was the mother-tongue or the regional language. The Universities continued to have the English medium.

Anglo-Indian High schools had English medium. Also in multi-lingual areas provision was made for English medium in the Secondary schools on a temporary basis and for definite reasons.

In the schools (primary and secondary) specially intended for Muslims, the medium of instruction was Urdu. In 1948 Government ordered that in Elementary schools for Muslims, where the regional language was not taught, the study of that language should be introduced in Standard III or earlier. As the existing staff were not considered competent to give instruction in the regional language also, it was decided to take into account for purposes of grant the expenditure on the employment of additional staff. In G.O. No. 1036, Education, dated 19th April 1951, a provision of Rs. 59,500 was made to meet this expenditure.

Regional language as the medium of instruction paved the way for better comprehension and more effective teaching. Lists of technical terms for all the non-language subjects were published in all the regional languages and text-book writers were asked to introduce them in the text-books.

The interests of linguistic minorities were protected. In view of the hardship that arose out of the enforcement of the regional language as the medium of instruction, Government decided (G.O. No. 2125, Education, dated 2nd July 1949), that in respect of linguistic minorities, whose mother-tongue is different from the regional language, the Director should permit instruction being given through the medium of their mother-tongue provided there is a minimum strength of ten pupils per class or 30 per school in Elementary schools and 45 pupils for the three Forms I to III or IV to VI.

E. Legislation on Education.

The members of the legislature continued to evince keen and sustained interest in matters relating to educational policy and administration. The range can be seen from the wide list of subjects on which questions were put in the Legislature. The opportunity afforded by the budget sessions was invariably availed of, by the members to raise and discuss a wide variety of educational topics as real representatives of an education-minded community in the making.

As in the preceding years, questions concerning education loomed large in the discussions of the legislature, and judging from the number and variety of questions discussed, the interest evinced by the legislators in matters relating to educational policy and administration has been keen and sustained. The discussions covered a large field of education and a wide variety of educational topics as will be seen from the following selection of topics on which questions were asked both in the Assembly and the Council :—

Miscellaneous—

The number of students sent abroad for higher studies.

Grant of educational facilities to backward classes. The education of Muslims, particularly Mappillas.

Post-war schemes on education formulated by the Post-war Committee and the amount allocated to each of the schemes.

Education tax levied by local boards.

Poet laureates.

Provincial Education Conference.

Publicity Committee.

Reform of the examination system.

Introduction of medical inspection in schools.

Increasing admission in schools for the defectives.

Number of orphanages in the Presidency given grant-in-aid.

Secondary Education—

Place of languages in the recognized scheme of Secondary Education.

Adoption of the 1929 Scheme.

Teaching of Hindustani.

Adoption of Kannada medium in the schools in South Kanara district.

Action taken against the Anti-Hindi Movement.

Opening of new schools.

Printing of the S.S.L.C. Text-books.

Non-availability of English and Tamil Text-books.

Endowments to schools.

New scheme of education.

Elementary Education—

Number of villages not provided with Elementary schools.
 Compulsory Elementary Education.
 Handing over of Elementary schools to local bodies.
 Teaching of Hindi.

Collegiate Education—

Opening of new colleges.
 Starting of an additional college in the City for Arts and Science.
 Rules regarding admission into and distribution of seats in the Annamalai University for Andhras.
 Districts in the State where there are no colleges.
 Grants to Training Colleges.
 Applications for grant to the Madras University.
 Grants given to the Arts and Professional Colleges.
 Money spent on the Engineering College, Coimbatore.
 Disturbance in the Annamalai University.
 Introduction of new courses in the Engineering College, Kakinada.
 Grievances of students denied admission in the Engineering Colleges.
 Study of Islamic History and Literature.

Teachers—

Payment of dearness allowance to teachers in Local Board schools.
 Agitation among Elementary school teachers for monthly grants.
 Strike by teachers in the Madurai Municipal schools.
 Status and emoluments of Headmasters of Training and High schools.
 Revised scales of pay of Secondary Grade teachers.
 Payment of revised scales of pay to teachers in Panchayat schools.
 Increased scales of pay for Pandits and Munshis.
 Scale of pay of Hindi Pandits.
 Extension of service up to sixty years.
 Private tuition by teachers.
 Number of Harijan teachers in Labour schools.
 Teachers working in hilly tracts.
 Leave rules, scales of pay, etc., for teachers in schools and colleges run by local bodies and aided managements.
 Scarcity of teachers.

Educational Service—

Recruitment of District Educational Officers.
 Promotion of officers after the age of fifty.
 Proposals to change the name of men and women Deputy Inspectors.

Educational Service—cont.

Qualifications prescribed for Principals of Training Colleges, Saidapet and Rajahmundry.

Appointments in the Presidency College.

Revival of the post of Deputy Directress.

Basic Education—

Introduction of Basic Education.

Basic schools and Basic Training schools in the State.

Opening of Basic Training schools.

Schools taken over by Government under the Basic Education scheme.

Retraining of Teachers in Basic Education Scheme.

Admission of pupils into Basic Training schools.

Adult Education—

Co-operation of non-officials.

Training of Adult Education Teachers and Training centres.

Grants for Adult education.

Steps taken to make adults literate.

Enforcing the Public Libraries Act.

Social Education Scheme.

Public Libraries Act.—To improve the working of the Library System in the Province of Madras, the Public Library Act of 1948 was passed during the period under review and the Act was brought into effect from 1st April 1950. Local library authorities for each district have been constituted under the Act to promote the library movement.

F. Survey of the General Progress in the various fields of education and the difficulties encountered.

There was general progress in the various fields of education in the state during the Quinquennium. The gradual rise in the standard of living of the lower classes of society was reflected in the increasing enrolment in the Elementary and Secondary schools. Prohibition of the use of liquor and the rise in the price of agricultural products and wages induced many parents to send their children for High school education which they otherwise could not afford. The grant of various educational concessions to children and dependants of the ex-service personnel and of serving soldiers was another inducement in this regard.

Apathy on the part of illiterate parents to educate their children as observed during the last quinquennium gradually disappeared. However, economic conditions stood in the way of the education of the poor in certain districts.

Primary education was made available to quite a large section of the school-going children.

Craft work and practical aspects of education came to the forefront. This shifting of emphasis on to some craft work naturally necessitated the starting of a certain new type of schools—the Basic schools.

The scheme of Secondary education was thoroughly reorganized, shifting the emphasis on to some craft work, and providing for bifurcated courses of studies. Side by side with this, there was the introduction of a scheme of training in citizenship, by which an attempt was made quite successfully to inculcate in children the qualities of good citizenship and develop their capacities for leadership.

Expansion and reorganization have, therefore, been the two key notes of the Quinquennium. Monthly payment of grant, instead of quarterly, to aided elementary schools was introduced with effect from 1st January 1949. Dearness allowance at Government rates was also allowed to teachers in aided elementary schools with effect from 1942. Salaries were revised and improved. For aided school teachers time scales of pay were introduced for the first time. Service and leave conditions of teachers were better stabilised and liberalised both in the Elementary and Secondary schools.

Rule 12, Madras Educational Rules, was amended to make provision for the constitution of an Advisory Committee for all Secondary schools. Supplementary S.S.L.C. examinations are being held from October 1948 to facilitate pupils who fail in the March Examination to appear in October in the same texts as in the case of University Examinations.

The Adult Education Scheme helped not only the attainment of literacy but reached out the benefits of education to all corners of the State and to every level of society. It also afforded facilities for a sort of general education, to enable the adult to fulfil his role as a responsible citizen in the Republic of India and to satisfy the growing need for a literate and discerning public. The scheme of Social Education with its audio-visual aids, the passing of the Madras Library Act and the opening of libraries in various parts—all these helped to rouse the masses from their habitually and traditionally lethargic ignorance and whip them up into the brisk and active responses of a good citizen. All these have changed the outlook of schools and created a new stir in the school communities. The process of readjustment is not yet over. Most schools are not yet fully-equipped and properly staffed for realising the full implications of the new schemes of educational reorganization.

Difficulties.—The dearth of trained and qualified teachers to man all schools satisfactorily was greatly felt. There was a great need to increase training facilities. The local boards were found unable financially to open new elementary schools in all schoolless villages and appoint additional teachers without special aid from Government.

Fall in standards and in the quality of work turned out by teachers was unfortunately noticeable. This was particularly due to the lack of discipline arising out of false ideas of freedom, in-efficient work under unattractive service conditions, and the interference of outsiders, especially local public men, without adequate knowledge of education, school affairs and school management. The inspecting agency could not be strengthened to the extent necessary to cope with the expansion in education that had taken place. Shift system had to be introduced wherever accommodation was not adequate.

G. Progress of the Post-war Educational Development Scheme.

There was no further expansion of compulsory elementary education since 1947-48. Compulsory elementary education continued to be in force in the centres where the scheme was introduced under the Post-war Reconstruction Scheme in 1945-46, 1946-47 and 1947-48. To enforce effective supervision over the scheme of compulsion Attendance Officers in the Cadre of Junior Deputy Inspectors of Schools were appointed in certain districts as an experimental measure. The scheme of compulsion cannot be said to be a complete success in view of the large number of defaulters.

Unless the school curriculam is based on the local needs and conditions and some ameliorative measures are introduced, enforcement of compulsion cannot have the desired effect.

Opening of additional sections in Training schools, the starting of Basic schools and Basic Training schools came under the Post-war Reconstruction Scheme. The progress made in these schemes is given in the special chapters.

Progress made in Social (Adult) Education is given in Chapter IX.

H. Institutions.

	1947.	1952.
Total number of—		
Elementary Schools	36,160	38,700
Basic schools .. .. .	..	564
Secondary schools	962	1,585
Basic Training schools .. .. .	..	57
Ordinary Training schools	163	139
Colleges	50	77
Adult (Social) Educational centres .. .. .	..	1,987
Professional colleges	(a) 53	32
Technical schools	8	13

I. Enrolment.

Number of pupils in Primary schools	34,57,132	41,57,482
Do. Basic schools .. .. .	..	63,255
Number of students in Secondary schools	454,525	724,393
Do. Ordinary Training schools	17,406	19,089
Do. Basic and Training schools .. .. .	..	5,178
Do. Colleges	30,365	50,774
Do. Professional Colleges (a)	6,127	4,577
Do. Technical institutions	1,053	4,577
Do. Social (Adult) Education centres. .. .. .	..	52,936

(a) Including Oriental Colleges.

J. Expenditure.

Total expenditure on education increased from Rs. in 1946-47 to 10,57,53,788 and Rs. 17,70,04,639 in 1951-52.

	1946-47.	1951-52.
	RS.	RS.
Expenditure on Primary schools	5,72,06,936	9,51,85,325
Do. Basic schools .. .. .	..	15,31,721
Do. Secondary schools	2,47,61,999	4,10,11,156
Do. Training schools (including Basic Training schools).	34,70,707	27,43,602
Do. University education	39,21,816	47,49,803
Do. Arts and Science colleges	69,71,173	103,94,604
Do. Professional colleges	41,18,823	62,78,200
Do. Social Education .. .. .	..	22,91,410
Do. Libraries and reading rooms .. .. .	..	6,78,860

New Educational Schemes.

The Quinquennium under report has perhaps seen the introduction of more new schemes and revision of procedure than any other period in the history of Madras Education. From sundry new things like the celebration of Vanamahotsava and the preparation of compost pits in schools insisted upon by Government circulars to the large scale reforms introduced in the Elementary, Secondary and Technical Education, it is a formidable list of new educational schemes. These are described fully in the concerned chapters. Rural (Firka) Development Scheme launched by the State Government brought forth the necessity for intensive educational drive in many selected areas.

In the field of primary education, the distinction between boys and girls schools and the separation into boys and girls schools Inspection ranges were abolished, and all primary schools were made mixed schools. Monthly payment of teaching grants to aided elementary schools was introduced with a view to help

those schools and teachers. A separate maintenance grant came to be paid to the managements for their expenses. Basic Education, with all the emphasis on craft work and activities, was introduced for the first time and later accepted as the State Policy.

Great changes were introduced in the Secondary Education Scheme in 1948. One basic craft was made compulsory in the Middle school forms. Citizenship Training and Social Studies syllabuses were introduced afresh in the curriculum. Optionals in the higher forms were abolished and the diversified courses introduced. School life was enriched by the introduction of audiovisual aids and the National Cadet Corps. New type of questions were introduced in the S.S.L.C. examination. During 1948-49 for the first time in the history of the Education Department, a comprehensive scheme of Adult Education, with the object of liquidating the illiteracy of the adults and improving their knowledge was introduced. The Public Libraries Act which was passed in 1948 is the first of its kind in India. Rural Colleges, adult education, mobile propaganda vans with audio-visual aids and the training of teachers in quick literacy methods were all introduced in the Quinquennium for the first time.

To provide adequate and well trained teachers to work the new schemes and in the innumerable schools and institutions newly opened, new schemes of training had to be started. Basic Training schools came to be started. Consequent on the changes in the Secondary school curriculum, the B.T. syllabus was changed. With the introduction of regional languages as medium of instruction, new Training colleges for all the regional areas had to be started. Shortened Collegiate Training courses for Secondary grade teachers were conducted to get more trained teachers for the High schools. Pandits training classes were introduced for the first time.

CHAPTER II.

EDUCATIONAL PERSONNEL AND ORGANIZATION.

Educational Services—General.

The State Educational Service consisted of 172 gazetted officers in the Men's Branch and 30 Officers in the Women's Branch in 1947-48 and 235 and 52, respectively, in 1951-52. Among the Professional Colleges, the Teachers' Training, Engineering and the Law Colleges alone are under this department and the others are under their respective departments.

The qualifications prescribed for the various posts in the Directorate and Inspectorate are given in Table XVIII appended to the Public Instruction Report for 1951-52.

Amendments to Service Rules.

The rules relating to the method of recruitment to post of Director were amended in 1949. ^a

The Special rules for the Madras Educational Service were amended in 1949 ^b. so as to provide for direct recruitment to the posts of Principals of the Engineering Colleges.

Consequent on the removal of restrictions regarding sex in the matter of appointments to the service, the question of amending service rules was taken up. To reorganize and reclassify the various posts in the services, necessity was felt to re-examine and re-issue the whole set of special rules relating to the Madras Educational Service and Madras Educational Subordinate Service. Accordingly, the matter was examined and draft rules submitted to Government for their orders.

New sanctions.—Many posts were newly sanctioned during the Quinquennium.

Sri R. V. Rudrappaswami was appointed temporarily to the newly sanctioned post of Basic Education Officer in the Madras Educational Service. Post of a Technical Education Officer in the office of the Director of Public Instruction, Madras, was created and Sri K. M. Sevannah appointed. Later, Sri H. O. N. Joseph was appointed to the post. Sri T. V. Nilakantan was appointed on contract as Special Officer for Citizenship Training and Scout Organization. A temporary post of Special Officer to assist the Director in the administration of the Libraries Act was sanctioned and Sri R. Janardhanam Naidu, Librarian, Connemara Public Library, Madras, was appointed to hold additional charge of the

^a G.O. Ms. No. 2321, Education, dated 18th July 1949.

^b G.O. Ms. No. 3414, Education, dated 8th November 1949.

post. The post of the Basic Education Officer, Andhra Desa, was created in 1949. During 1950-51, the post of one Deputy Commissioner was sanctioned in the Commissioner for Government Examinations' office. The posts of three District Educational Officers and that of the Principal, Government School for the Blind, Poonamalle, were created. During the period under report, the posts of Assistant Lecturers or Pandits in Languages were converted into gazetted posts in the Madras Educational Service in a few first grade colleges and in the Teachers' College, Saidapet. Posts of Professors in Geography, Psychology, Kannada and Malayalam were sanctioned in the Presidency College, Madras. Post of the District Educational Officer, Nilgiris, was sanctioned in 1951-52.

The following are some of the other Lecturerships sanctioned during the quinquennium :—

Queen Mary's College	Lecturers in Nutrition, Tamil, Telugu and Sanskrit.
Lady Willingdon Training College.	Lecturers in Mathematics, Home Science and Tamil.
Government College, Pudukkottai.	Lecturer in Commerce.
Government College, Coimbatore.	Lecturers in Zoology and Botany.
Government Arts College, Madras.	Lecturer in Tamil.
Government Arts College, Cuddapah.	Lecturers in English and Economics.
Government Arts College, Sriakulam.	One Principal.
Government Training College, Kozhikode (first opened at Palghat).	Five Lecturers including the Principal.
Government Training College, Rajahmundry.	One Physical Director.
Government Training College, Mangalore.	Three Lecturers including the Principal.
Teachers' College, Saidapet	One Physical Director.
Government Victoria College, Palghat.	Two Lecturers in Botany and Zoology.

The following gazetted posts in Engineering Colleges were newly sanctioned :—

College of Engineering, Guindy ..	Three Instructors Tele-communications (Civil and Mechanical).
Do. Anantapur	Three Professors, three Instructors and one Senior Workshop Instructor.
Do. Kakinada ..	Three Professors, four Instructors one Senior Workshop Instructor, and Medical Officer.

Fourteen posts of headmasters and headmistresses in the Madras Educational Service were sanctioned in the scale of Rs. 230—30/2—260—40/2—340 in 1951—G.O. No. 8266, Education, dated 19th December 1951. Government sanctioned the creation of eight temporary posts of headmasters in the Madras Educational Service (Junior scale) so as to enable the Director of Public Instruction to make appointments to the posts of Headmasters in the eight high schools taken under Government management from local bodies.

Personnel in the department.

Director.—At the beginning of the quinquennium, Dr. S. R. U. Savor was Director of Public Instruction and Commissioner for Government Examinations. He was on leave from 13th June to 12th August 1947. During the period, Sri D. S. Reddi officiated in the post.

Dr. Savor attained the age of superannuation on 14th January 1948 and proceeded on leave preparatory to retirement with effect from that date. He was on leave till 30th April 1949. With the expiry of the leave of Dr. Savor on 30th April 1949, the post of the Director of Public Instruction and Commissioner for Government Examinations fell substantively vacant and came to be relegated to the Madras Educational Service. Sri D. S. Reddi was appointed as Director of Public Instruction and Commissioner for Government Examinations from 14th January 1948 and confirmed with effect from 30th April 1949. He continued as Director of Public Instruction till the end of the quinquennium. Sri D. S. Reddi was on leave from 22nd February to 11th May 1949. Sri P. Bhadriah officiated in the post.

During the period of his visit to the United Kingdom from 14th September to 18th November 1950, a supernumerary post of Director of Public Instruction was created temporarily and Sri S. Govindarajulu Naidu, officiating Principal, Law College, was appointed to hold full additional charge of the temporary post of Director of Public Instruction. Again during his leave from 10th April to 20th June 1951, Sri V. R. Ranganatha Mudaliar, Deputy Commissioner for Government Examinations, Madras, officiated temporarily as Director.

With the introduction of the Madras Public Libraries Act of 1948, the Director of Public Instruction was also made the Director of Public Libraries.

Joint Director of Public Instruction.—A temporary post of Joint Director of Public Instruction was created for a period of two years in the place of Deputy Director (Elementary Education). Sri P. Bhadriah officiated in this new post from 15th September 1948 to 21st February 1949. Lieut.-Col. M. A. Hamid, permanent Divisional Inspector of Schools, who was in Army Service from 1939 to 1946, returned from leave and was appointed as Joint Director of Public Instruction from 22nd February 1949. The post of Joint Director of Public Instruction ceased to exist with effect from 17th April 1950 and the temporary post of Deputy Director (Elementary Education) which was held in abeyance was revived from the same date. The post of Deputy Director of Public Instruction (Elementary Education) was permanently retained with effect from 1st May 1950.

Officers in the headquarters.

At the end of the quinquennium, there were four posts of Deputy Directors of Public Instruction and one post of Deputy Commissioner in the office of the Commissioner for Government Examinations. The four Deputy Directors were Sri V. K. Krishna Menon, Srimathi O. C. Srinivasan, Sri N. D. Sundaravadivelu and Dr. M. D. Paul. Sri P. N. Chamu Nair was Deputy Commissioner for Government Examinations.

The post of Inspectress at the Central office fell vacant from 8th February 1952 on promotion of Srimathi O. C. Srinivasan as Deputy Director. The post was later re-designated as Assistant Director of Public Instruction.

The post of Special Officer for Citizenship Training and Scout Organization, Madras, ceased to exist from 20th October 1951 on the expiry of the contract appointment of Sri T. V. Nilakantan. A new temporary post of Special Officer for Audio-Visual Education was sanctioned in the scale of Rs. 230—340, and Sri K. Raghava Reddi, Film Librarian, was appointed on 3rd February 1952.

Sri I. B. Menon, retired Assistant Secretary to Government, Education Department, was re-employed temporarily as Special Officer from 5th December 1951 to 31st March 1952 to submit a report on factual assessment of the work done in the department in regard to Basic Education.

Sri P. K. Ranganayakulu, Secretary to the Commissioner for Government Examinations, was transferred as District Educational Officer, Chingleput, and Sri K. R. Manickam took charge of the post of Secretary from 26th April 1951. Sri H. O. N. Joseph was the temporary Technical Education Officer. Post of Adult Education officer (Tamilnad and West Coast) in the Director's office was held by Sri M. R. Perumal Mudaliar. Sri L. Bullayya continued as Special Officer for Libraries in the temporary post sanctioned to assist the Director in the Administration of the Madras Library Act.

Direct recruits.—The undermentioned officers were recruited directly and appointed to officiate in the Madras Educational Service :—

1947-48.

- 1 Sri V. T. Titus.
- 2 Sri V. Gopalan Nair.
- 3 Sri S. V. Chitti Babu.
- 4 Sri Mir Shabir Hussain.
- 5 Sri K. R. Manickam.
- 6 Sri T. R. Deenadayal.
- 7 Sri V. A. Maria Susai.

1948-49.

- 8 Sri R. Arumugam Pillai.
- 9 Sri A. C. M. Nambiyar.

1948-49—cont.

- 10 Sri V. Ramachandran.
- 11 Sri T. Muniappan.
- 12 Sri V. A. Ponniah.
- 13 Kumari S. Pankajam.

1949-50.

- 14 Sri Ganti Subramaniam.
- 15 Sri K. Krishnamacharlu.
- 16 Sri J. C. V. Chinnappa.
- 17 Sri N. V. Kuduva.
- 18 Sri N. Siddheswara Setty.
- 19 Sri E. Rajaratnam.

1949-50—cont.

- 20 Sri M. Muthukrishnadu.
- 21 Sri D. Konchady.
- 22 Sri C. K. Chandran.
- 23 Dr. T. R. Govindachari.
- 24 Sri C. V. Ranganatha Sastri.
- 25 Sri M. R. Perumal Mudaliar.

1950-51.

- 26 Sri K. Virabhadra Rao.
- 27 Sri P. S. J. Manickavasagam.
- 28 Sri C. Satyanarayana Rao.
- 29 Dr. H. S. S. Lawrence.

1950-51—cont.

- 30 Sri P. R. Ramaswami.
- 31 Sri N. R. Sitapathi.
- 32. Sri T. Venkataramana Reddi.
- 33 Sri R. P. Arthur.
- 34 Srimathi V. Kousalya.
- 35 Srimathi N. Rajambal.
- 36 Kumari C. D. Kanthimathi.

1951-52.

- 37 Sri O. R. Suryanarayana.
- 38 Sri R. C. Advani.

Study overseas.—The following officers deputed for higher studies overseas under the Government of India Overseas Scholarship Scheme during the previous quinquennium returned during the period under report and were appointed to the Madras Educational Service :—

- 1 Sri A. Srinivasan.
- 2 Sri S. Srinivasan.
- 3 Sri V. Kalyanaraman.
- 4 Sri P. B. Patnaik.
- 5 Sri K. K. Pillai.
- 6 Sri C. B. Rao.
- 7 Sri P. V. Abdur Rahiman.
- 8 Sri B. Gopalakrishnaiah.

The following officers were sent overseas for higher studies :—

- 1 Sri B. H. Marley.
- 2 Sri A. P. Jumbulingam.
- 3 Sri P. Bhairavamurthi.
- 4 Sri P. V. B. Bhooshana Rao.
- 5 Sri T. K. Lakshmanan.
- 6 Sri G. Krishnan.
- 7 Sri M. D. Paul.
- 8 Sri S. L. Balasubramaniam.
- 9 Sri S. Velayutham.
- 10 Dr. S. Gopalakrishnamurthi.
- 11 Sri L. Bullayya.
- 12 Kumari A. R. Irawathi.
- 13 Sri K. Umamaheswara Rao.
- 14 Sri A. Parthasarathi.
- 15 Sri B. A. Nandagopal.
- 16 Sri K. Kunhamman Rajah.

Sri L. Venkatesan and Dr. M. Rajasekhara Sarma, two overseas trained private candidates, were appointed as Engineering Instructors.

Contract appointments.—The following officers were appointed on a contract basis :—

Dr. K. Sukumaran.

Dr. B. Kuppuswami Naidu.

Dr. S. Coopan.

Sri R. S. Advani (absorbed regularly from 14th June 1951).

Sri T. V. Neelakantam.

Sri S. A. V. V. Bukari.

Retirements.—Following officers retired from service during the quinquennium :—

Indian Educational Service—

1 Sri K. Ananda Rao.

2 Dr. S. R. U. Savor.

Madras Educational Service—

- | | |
|---|--------------------------------------|
| 1 Sri C.D. S. Chetti. | 31 Sri T. V. Apparsundaram. |
| 2 Sri U. Mangesh Rao. | 32 Sri G. A. Srinivasan. |
| 3 Sri K. V. Venkatasubramanya
Ayyar. | 33 Sri G. Ramachandra Ayyar. |
| 4 Sri S. Venkatacharya. | 34 Sri N. C. Krishnayya Naidu. |
| 5 Sri Venkatasubba Rao. | 35 Sri G. S. Narayanaswami
Ayyar. |
| 6 Sri V. Ramachandra Rao. | 36 Sri K. Krishna Menon. |
| 7 Sri V. K. Raman Menon. | 37 Sri K. R. Appalacharya. |
| 8 Sri N. Srinivasacharya. | 38 Miss B. Amirthammal. |
| 9 Sri T. Suryanarayana. | 39 Miss A. Hyyerah. |
| 10 Sri V. Satyanarayana. | 40 Sri K. Muhammad. |
| 11 Sri K. Guruswami Reddiar. | 41 Sri S. Murugesu Mudaliar. |
| 12 Sri N. Ramani. | 42 Sri V. Natarajan. |
| 13 Sri G. V. Sessa Ayyar. | 43 Sri N. Vasudevan. |
| 14 Sri K. Aravamudham. | 44 Sri M. Srimanbothar. |
| 15 Sri P. Bhadriah. | 45 Sri B. Lakshminarayana
Sastri. |
| 16 Sri A. V. Harihara Ayyar. | 46 Sri K. S. Nagarathnam Ayyar. |
| 17 Sri G. Krishnamurthi. | 47 Srimathi R. S. Swarnambal. |
| 18 Sri T. Krishnamacharya. | 48 Lieut.-Col. M. Abdul Hamid. |
| 19 Sri K. Sankaran. | 49 Sri M. Rahmathulla Khan. |
| 20 Sri N. Subba Rao. | 50 Sri Shaik Md. Ismail. |
| 21 Sri Syed Abdul Kadir. | 51 Sri S. Narasimha Ayyangar. |
| 22 Dr. S. G. Manavala Rama-
nujam. | 52 Sri P. Ramanada Rao. |
| 23 Sri T. M. Margasahayam. | 53 Sri V. Thiruvkatacharya. |
| 24 Sri N. R. Kedari Rao. | 54 Sri T. N. Bhima Rao. |
| 25 Dr. I. S. Peter. | 55 Sri K. Venkataramana Sarma. |
| 26 Sri S. Mahadeva Ayyar. | 56 Sri K. S. U. Nair. |
| 27 Sri P. N. Gowd. | 57 Sri A. Ramanatha Pillai. |
| 28 Sri V. R. Ranganathan. | 58 Sri S. Ramachandra Iyer. |
| 29 Sri D. Ramayya. | 59 Sri K. Parameswaramayya. |
| 30 Sri A. P. Reddi. | 60 Sri T. N. Krishnamurthi. |

The following officers of the Madras Educational Service resigned from service during the quinquennium :—

- | | |
|-----------------------|----------------------|
| 1 Sri G. H. Jansen. | 3 Sri K. Srinivasan. |
| 2 Sri Mahammad Aslam. | 4 Sri S. N. Khan. |

Death.—The following officers died while in service :—

- | | |
|-----------------------------|--------------------------|
| 1 Sri D. Sambasivam Pillai. | 4 Dr. J. J. Rudra. |
| 2 Sri D. Narasimha Sastri. | 5 Sri B. Appa Rao. |
| 3 Dr. G. F. Andrews. | 6 Sri K. Virabhadra Rao. |

Re-employment.—The following officers were granted reemployment :—

- | | |
|---------------------------|---|
| 1 Sri P. R. Krishnaswami. | 11 Dr. I. S. Peter. |
| 2 Sri M. Varada Iyer. | 12 Sri S. G. Manavala Rama-
nujam. |
| 3 Sri V. Venkataraman. | 13 Sri D. Ramayya. |
| 4 Sri G. L. Lobo. | 14 Sri A. P. Reddi. |
| 5 Sri P. Bhadriah. | 15 Sri G. A. Srinivasan. |
| 6 Sri V. R. Ranganathan. | 16 Sri N. C. Krishnayya Naidu. |
| 7 Sri K. Sankaran. | 17 Sri L. R. Appalacharya. |
| 8 Sri T. N. Margasahayam. | 18 Sri K. V. Venkatasubrahmanya
Ayyar. |
| 9 Sri N. R. Kedari Rao. | |
| 10 Sri S. Mahadeva Ayyar. | |

19 Sri S. M. Ismail.	28 Srimathi A. Suares.
20 Sri K. S. U. Nair.	29 Srimathi G. Sankunni.
21 Sri A. Ramanatha Pillai.	30 Sri S. Narasimha Ayyangar.
22 Sri S. Ramachandra Ayyar.	31 Sri K. Venkatarama Sarma.
23 Sri M. S. Sitaraman.	32 Sri P. Ramanada Rao.
24 Sri R. Viswanatha Ayyar.	33 Sri V. Thiruvengkatacharya.
25 Sri V. H. Sadarangani.	34 Sri K. Swaminathan.
26 Sri K. Panchapagesa Ayyar.	35 Sri K. V. Venkatasubramania
27 Sri R. Janardhanam Naidu.	Iyer.

Sri V. R. Ranganathan was granted extension of service.

Foreign service or on other duty.—The following officers were on other duty or on foreign service during 1947–52 :—

1 Sri A. R. Ramanathan.	7 Sri G. S. Ramaswami.
2 Sri T. N. Seshadri.	8 Sri R. H. P. Holman.
3 Sri V. Kunhiraman Nair.	9 Sri C. T. Philip.
4 Dr. J. J. Rudra.	10 Major V. A. Ponniah.
5 Srimathi G. Parthasarathy.	11 Captain A. C. M. Nambiar.
6 Sri N. D. Sundaravadivelu.	

Inspectorate.

Divisional Inspectors.—Madras State continued to be divided into four divisions with a Divisional Inspector in charge for educational administration, throughout the quinquennium. The four divisions were Madurai, Coimbatore, Anantapur and Godavari. Madras district was not attached to any of these divisions and was directly under the Director of Public Instruction till September 1950, when it was attached to the Divisional Inspector, Madurai.

The chief duties of the Divisional Inspectors were to keep strict control over the manner in which public funds were expended, to prevent wasteful expenditure on ineffective and inefficient schools and to exercise oversight over the work of the District Educational Officers and their subordinate staff, besides functioning as liaison officers affording relief to the headquarters office and officers.

During the quinquennium some more powers were transferred to the Divisional Inspectors. In G.O. No. 3395, Education, dated 28th December 1950, powers were delegated to the Divisional Inspectors to sanction increments to all officers in the combined cadre of Deputy Inspectors and School Assistants (Men's and Women's Branch). They were also authorized to sanction leave to Deputy Inspectors and School Assistants of both grades (Men's Branch) in their respective jurisdiction. Similar powers have been given to the Divisional Inspectors also in respect of Head Clerks and Upper Division Clerks.

In G.O. No. 187, Education, dated 27th January 1948, the Government directed that the procedure adopted during the war-time, of the audit reports relating to teaching grants sanctioned by the District Educational Officers to Aided Elementary Schools

being reviewed by the Divisional Inspectors instead of by the Director of Public Instruction to be continued as a permanent measure, subject, however, to the condition, that the Divisional Inspector shall refer the cases mentioned below to the Director of Public Instruction for orders :—

(1) Where recoveries are proposed to be effected from the Inspecting officers,

(2) where the writing-off of the amount involved exceeds Rs. 100,

(3) where the question raised is a general one or fresh interpretation of the rule is involved or a fresh procedure has to be adopted.

The powers of disposing of appeals from teachers in local board elementary schools and in aided elementary schools were delegated to the Divisional Inspectors in the years 1950 and 1951 respectively.

*District Educational Officers**.—District Educational Officers were the chief executive officers of the department and as such administered Educational institutions of different stages in their respective districts or jurisdiction. In 1947 there was at least one District Educational Officer for each district except the Nilgiris which was included in the Coimbatore district for educational purposes. Secondary schools for boys continued under the administrative control of the District Educational Officers and annual inspections conducted. Visakhapatnam, Godavari, Guntur, Tirunelveli and Malabar were bifurcated for educational purposes during 1950-51. Krishna and Tanjore districts were also bifurcated and the Malabar district trifurcated. A new post of District Educational Officer was sanctioned for the district of Nilgiris in 1951-52. Consequently the educational district of Coimbatore-Nilgiris was bifurcated.

G.O. No. 968, Education, dated 16th April 1951, sanctioned the conversion of the post of additional Personal Assistant to the District Educational Officer, Tiruchirappalli (specially sanctioned for Pudukkottai work) into a gazetted post of Special Officer.

Powers.—During the quinquennium the Government in their G.O. No. 3395, Education, dated 28th December 1950, permitted the delegation from the Divisional Inspector of Schools to the respective District Educational Officers powers to sanction increments to Secondary Grade teachers, all instructors and other specialist teachers employed in institutions in that district.

Recruitment.

In G.O. No. 1858, Education, dated 16th June 1947, the Government ordered that for purposes of recruitment by transfer to the posts of District Educational Officers in the Madras Educational

* "The Madras Educational Inspection Code" deals with the administrative responsibilities of Inspecting Officers. The statutory rules relating to the administration of schools are contained in the departmental publications known as the "Madras Educational Rules" and the "Grant-in-aid Code".

Service only such persons who have served as teachers in Training or Secondary schools for at least two years and have put in a total service of at least one year as Deputy Inspectors of Schools, are eligible.

In the Press Communiqué issued by Government on 14th February 1947 they stated that it was their intention that recruitment of District Educational Officers should not be confined only to those in the Government service or Inspectorate and School Assistants, but that efficient men in local board and aided schools should also be given scope for being recruited as District Educational Officers.

Age-limit for recruitment by transfer to the administrative section of the Madras Educational Service was raised to 52 years in 1949 (G.O. No. 3203, Education, dated 18th October 1949).

Inspectresses of Girls' Schools.

Consequent on the transfer, during 1948-49, of the control over elementary schools for girls and Sub-Assistant Inspectresses from the Inspectresses to the District Educational Officers the jurisdiction of the former was confined to secondary schools and special schools for girls. The offices of the Inspectresses of Girls' Schools, II and VIII Circles, were abolished from 15th May 1948.

The number of Inspectresses of Girls' Schools continued to be six throughout the rest of the quinquennium. They were responsible for the administration and control of Girls' Secondary Schools.

Subordinate Inspecting Officers.

The following statement shows the strength of the subordinate Inspecting staff:—

	1947-48.	1951-52.
1 Senior Deputy Inspectors of Schools	345
2 Junior Deputy Inspectors of Schools	235
3 Attendance Officers	60

Sixty-six Senior Deputy Inspectors and 65 Junior Deputy Inspectors with the necessary establishments were sanctioned in 1949,* with a view to reduce the number of elementary schools under each inspecting officer to 60.

Sanctioning of a higher initial pay.—Government granted† a personal pay of Rs. 15 per mensem in addition to the existing initial pay of Rs. 85 per mensem in the scale of Rs. 85—5—125—10—175 to School Assistants and Deputy Inspectors (senior scale) Grade II, with effect from 1st July 1951. The personal pay is to be absorbed in future increments.

* G.O. No. 752, Education, dated 17th March 1949.

† G.O. No. 1449, Education, dated 23rd May 1951.

Junior Deputy Inspectors of Schools.

Method of recruitment.—In a Press Communiqué issued by Government on 14th February 1947, they stated that they would reserve a certain percentage of posts in the Junior Deputy Inspectors' cadre to Secondary Grade Assistants to be recruited from all services, viz., Government, Local Board and Aided, so that efficient Secondary Grade Assistants in all services will have a further and larger scope for rise.

In G.O. Ms. No. 277, Education, dated 10th February 1948, as amended, Government ordered that substantive vacancies in the category of Junior Deputy Inspectors in the Madras Educational Subordinate Service, that have arisen since 1st April 1947, and that will arise in future, should be filled on the following basis:—

(a) 30 per cent of the vacancies should be filled, or reserved to be filled by promotion from among Manual Training Instructors who have not completed 45 years of age, Secondary Grade Teachers in Government service (Madras Educational Subordinate Service) or by recruitment by transfer from any other service.

(b) 40 per cent of the vacancies should be filled or reserved to be filled by direct recruitment of teachers employed in Railway Schools and in schools under the control of local bodies or aided agencies who possess both the minimum general educational qualifications prescribed in the schedule to the General Rules for the State and Subordinate Services, and a completed Teacher's Training Certificate of the Secondary Grade who have put in not less than ten years of service as secondary grade teachers and are below the age of 35 years.

(c) 30 per cent of the vacancies should be filled or reserved to be filled by direct recruitment of 'outsiders'.

Conclusion.—The Inspectorate has tried to establish during the quinquennium a relationship between the Education department and the schools, which is one of colleagues spontaneously co-operating in a national service rather than of a superior controlling a subordinate. However they could not escape their rather unwelcome responsibility to detect faults not meagre in the schools and give instruction for their rectification. To their critics they appeared less interested in education as such, than in returns and statistics, accounts and registers.

Departmental Audit Service.

A Departmental Audit Service under the Director's control, for the audit of the accounts of the Secondary and Special schools, Boarding Homes and Orphanages under private managements, was sanctioned in 1951 as an experimental measure to be worked in the first instance in the Madurai Division. The scheme was given effect to from May 1951.

CHAPTER III.

PRIMARY EDUCATION.

General.

The following types of schools exist for primary education in the State :—

- (1) Lower Elementary schools—Standards I to V.
- (2) Higher Elementary schools—Standards I to VIII.
- (3) Junior Basic schools—Grades I to V.
- (4) Senior Basic schools—Grades I to VIII.
- (5) Primary Departments of Secondary schools—Classes I to V.
- (6) Primary Schools for Anglo-Indian schools—Standards I to VI.

This chapter deals mainly with Elementary schools. Details regarding Basic schools are given in Chapter IV and those relating to Anglo-Indian schools are given in Chapter XI (b).

The standard structure of the Elementary school course in this State continued to consist of (1) the Lower Elementary stage covering a course of five years from Standard I to Standard V and (2) the Higher Elementary stage covering a course of three years from Standard VI to Standard VIII with a final Government Public Examination at the end of the Eighth Standard for pupils who complete that stage. No school is permanently recognized or allowed to be continued to be recognized unless it is a complete school with Standards I to V, exceptions being made in cases where a school is specially permitted to be a feeder, with Standards I and II or I to III to an adjoining main school. Incomplete schools newly opened are required to open the next higher standards annually, until they have the complete structure of five standards. No school that does not have a minimum average attendance of 20 is continued in the recognized list.

Medium of Instruction. in all classes of an elementary school was ordinarily the regional language. Pupils whose mother-tongue happened to be different from the regional language could be given instruction through the medium of the mother-tongue or any language other than the regional language, provided there was a minimum strength of 10 pupils in a standard or 30 pupils for the whole school^a. The inspecting agency for elementary schools which consisted previously of two branches, separately for boys' and girls' schools, was reorganized into a single agency and placed under the control of the District Educational Officers. Officers who were formerly known as Sub-Assistant Inspectresses and under the control of the Inspectresses

^a G.O. No. 2125, Education, dated 2nd July 1949.

of Girl's Schools were brought into line with Deputy Inspectors of Schools who previously inspected only elementary schools for boys. In consequence of this change during the quinquennium the distinction in the distribution of schools between the men and women officers was abolished and that between the schools themselves as boys' schools and girls' schools was also removed. All Elementary schools were treated as mixed schools open to boys and girls alike. Where, however, schools could function efficiently and economically for girls alone with a sufficient number of women teachers and with such distinctive features of instruction as needle-work and other subjects for girls, the schools were allowed to continue as girls' schools for purposes of local distinction or as a transitory measure.

A. Schools and enrolment.

During the period 1947 to 1952 there was a large increase in enrolment and also in the number of institutions. The total population of the State was 57,814,222 during 1951-52. The total number of children in the age group 6-12 was estimated to be 4,322,528 boys and 4,349,603 girls. Of these 2,461,050 boys 1,446,413 girls were under instruction in the primary stage, at the end of the quinquennium. The percentage of enrolment was 56.9 for boys and 33.3 for girls. The strength of the schools on 1st April 1947 and 31st March 1952 were as follows:—

		Strength as on	
		1st April 1947.	31st March 1952.
Boys	.. ..	2,123,184	2,642,426
Girls	.. ..	1,333,948	1,515,056
		<hr/>	<hr/>
Total	..	3,457,132	4,157,482
		<hr/>	<hr/>

The above figures show an increase of 24.5 per cent in the case of boys and 13.6 per cent in the case of girls with an overall increase of nearly 20.3 per cent in enrolment.

Schools.—On 31st March 1952 there were 38,100 elementary schools in the State as against 36,160 in 1st April 1947.

The number of schools management is given below:—

Management.		1946-47.	1951-52.
Government	.. ..	1,666	1,877
District Board	.. ..	15,923	16,003
Municipal	.. ..	1,439	1,453
Aided	.. ..	17,068	19,329
Unaided	.. ..	64	38
		<hr/>	<hr/>
Total	..	36,160	38,700
		<hr/>	<hr/>

Strength in Higher Elementary Classes—

1952—

	VI Standard.	VII Standard.	VIII Standard.
Boys	89,283	57,462	33,604
Girls	34,214	21,362	12,310

Number of schools and enrolment during the five years ;—

Year.	Number of schools.	Strength.
1947-48	{ for boys .. 32,395 for girls .. 3,180 }	3,650,748
1948-49	37,195	3,817,631
1949-50	37,812	3,989,822
1950-51	38,443	4,028,553
1951-52	38,700	4,157,482

Distribution of pupils in the five standards of all elementary schools during the end of the previous and present quinquenniums—

	I Standard.	II Standard.	III Standard.	IV Standard	V Standard.
1946-47 ..	1,202,430	733,731	546,938	427,838	377,431
1951-52 ..	1,285,552	876,937	713,654	563,776	467,872

This shows that there has been an increase in the number of pupils under instruction in Standards I to V. According to the old departmental test of efficiency at least 25 per cent of the number of children in Standard I should be in Standard V. In 1946-47 the percentage was 31·4 and in 1951-52 it increased to 36·4. This steady progress is in no small measure due to the constant endeavour of the Education Department.

Types of institutions.	1946-47.	1951-52.
Higher Elementary schools	2,290	2,757
Lower Elementary schools other than single (complete).	31,862	31,912
Anglo-Indian Primary schools	12	11
Single teacher schools	5,410	4,018
Teacher-Manager schools	6,541	7,752

Examination results.—Out of 39,561 boys and 14,203 girls who appeared for the VIII Standard E.S.L.C. Examination in 1951-52, 15,392 boys and 4,884 girls came out successful as against 21,997 boys and 8,383 girls who appeared in 1947-48 of whom 8,399 boys and 2,887 girls came out successful. This works out to 38 for boys and 34 for girls per cent passes in 1951-52, the corresponding figures for 1947-48 being 37·3 per cent.

Results of VIII Standard Public Examination.

	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
Number of successful candidates—					
Boys	8,399	11,375	13,173	14,163	15,392
Girls	2,887	3,338	4,736	4,888	4,884
Number of private candidate who were successful ..	679	2,091	3,492	3,493	2,966
Percentage of passes.	37.3	36.9	49.0	36.7	36.2
Number of candidates who sat for the Examination—					
Boys	21,997	30,107	26,430	37,563	39,561
Girls	8,283	9,805	9,571	13,449	14,203

Elementary School-Leaving Certificate Examination.—Government approved during 1947* the proposal that candidates without previous study may be permitted to appear privately for the VIII Standard Public Examination without English as optional. In the Director's Proceedings Dis. No. 471 of 1948, dated 31st January 1948, the minimum age for pupils to appear as private candidates without previous study in the school, was fixed at 13 years. In modification of this order, Director's R.C. No. 110-L-2/48, dated 4th February 1948, fixed 15 as the minimum age for such candidates.

In G.O. Ms. No. 13, Education, dated 3rd January 1948, Government directed that the VIII Standard Public Examination be continued for a further period of three years from the examination of 1948. They also approved the proposal that elementary science should also be included as a compulsory subject for the examination. G.O. No. 189, Education, dated 29th January 1951, sanctioned the conduct of VIII Standard Public Examination as a permanent measure.

The policy of opening schools in school-less villages was pursued with vigour during the quinquennium. At the beginning of the quinquennium there were 3,784 school-less centres with a population of 500 and above. Two hundred and sixty-one villages with a population of 2,000 and above, 1,350 villages with a population of 1,000 to 2,000 and 3,024 villages with a population between 500 and 1,000 remained without an elementary school on 31st March 1952. Thus the ideal of a school for each village remained unrealised at the end of the quinquennium.

Director's Circular C. No. 1397-B-1/1948, dated 1st July 1948, wanted the Inspecting Officers to take strenuous efforts to provide all such villages with educational facilities within a period of five years. Until all such villages were provided with schools, the Director did not want new schools to be permitted in other centres. The policy adopted was—

(1) District Boards were not to be permitted to open new schools except in the school-less villages. All superfluous and

* Proceedings of the Director Rec. No. 1397-B. 1/48, dated 8th December 1948.

uneconomic Board schools could be advised to be transferred to the school-less centres.

(2) The Inspector of Local Boards was requested to provide grants specially for new schools opened in school-less villages.

(3) Aided schools and trained teachers were encouraged to open schools in such centres.

Later the question was raised whether the instruction that until all the school-less villages were provided with schools no new school should be permitted to be opened in other centres, should be rigidly followed and permission for the opening of schools in other centres be refused. On this question it was laid down^a that while the provision of a school in every village should receive the first consideration, it did not prevent the granting of permission for opening schools in other centres also when there was real necessity.

In order to encourage private agencies to open schools in school-less centres, the Government relaxed the rules for aid and directed that grants may be allowed in respect of these schools if the average attendance did not fall short of 15 for a teacher. Similarly the rules of recognition were also relaxed in favour of these schools. With a view to encourage local bodies to open new schools in school-less centres they were permitted to open schools in such centres even without the previous permission of the District Educational Officer.^b Teaching grant at the rates admissible to schools under private managements were also sanctioned for local bodies for running schools in school less centres.

B. Teachers.

The number of teachers classified with reference to their qualifications is given below :—

	(1)	1946-47. (2)	1951-52. (3)	Percentage of increase. (4)
(a) Trained—				
Graduate		83	51	
Secondary		9,621	16,094	
Higher Elementary ..		87,593	105,746	
Lower Elementary ..		9,008	9,041	
Others		626	983	
Total		106,931	131,915	23·4
(b) Untrained—				
Graduate		36	30	
Secondary		8,277	{ 2,462 7,078	
Higher Elementary ..				
Lower Elementary ..				
Others		8,313	9,570	
Grand total		115,244	141,485	22·8

^a Proceedings of the Director Rec. No. 1397-B. 1/43, dated 8th December 1948.

^b G.O. No. 57, Education, dated 28th January 1951.

There has been an all-round increase in the number of teachers during the quinquennium. The total number of teachers in elementary schools increased from 115,244 on 1st April 1947 to 141,485 on 31st March 1952. There has been an increase both in the number of trained and untrained teachers. The percentage of trained teachers was 93 per cent in 1946-47 and 93.2 per cent in 1951-52. The need for more fully qualified teachers was felt in all categories of schools. The increase in the number of lower grade trained teachers was due mostly to the paucity of trained teachers of the higher elementary grade. Many trained teachers of the higher elementary grade availed themselves of the opportunity to take the Secondary School-Leaving Certificate Examination privately and later obtained the Training School-Leaving Certificate of the Secondary Grade. Scales of pay for teachers under the different managements are given in section (e).

The number of managers and teacher-managers' associations increased from 117 and 126, respectively, in 1946-47 to 135 and 146, respectively, in 1951-52. The number of elementary school teachers' unions was 352 in 1946-47 and 203 in 1951-52.

Teachers' associations.—Teachers' associations continued to be the chief means by which the improvements of the professional equipment of the teachers after they leave the training institutions was provided for. These associations had for their object the improvement of the efficiency of the teachers.

Educational exhibitions, refresher and craft training courses in addition to talks and discussions were organized under the auspices of these associations during the quinquennium under report.

The number of teachers' associations increased from 2,419 in 1946-47 to 2,487 in 1951-52 and meetings held from 23,147 to 26,406. Elementary school teachers' associations were organized under the control of Deputy Inspectors in each range at convenient centres so as to be within easy access for all teachers in the area. Attendance at the monthly meetings was compulsory for all teachers, and meeting days were treated as working days. The opportunity to bring departmental circulars and rules to the notice of teachers at these association meetings regularly was very useful and much appreciated. Topics of professional and academic interest were discussed and handicrafts were included in the programme of some of the centres. During the year 1950-51 about 800 teachers in elementary schools under the management of Government and local bodies were deputed to undergo a short course in agricultural farming at various centres in the State. The Agricultural department conducted these courses.

In G.O. No. 2396, Education, dated 27th October 1939, Government had permitted employees in aided educational institutions to enrol themselves as ordinary members of primary organizations of any political party and to do constructive work unconnected with elections.

In their G.O. Ms. No. 379, Education, dated 27th February 1948, after re-examining the question, the Government ordered that the staff in aided elementary schools should not be allowed to become members of political organizations or to work for them, or to join any political party. The permission given in 1938 was thus withdrawn during the quinquennium.

C. Buildings and equipment.

The following table gives the types of accommodation provided for elementary schools at the beginning and end of the period under report :—

				Number of schools with building as on	
				1st April 1947.	31st March 1952.
Own	..	..	..	18,442	19,547
Rented	..	..	..	15,506	19,153
Others	..	..	..	2,081	
Total ..				36,029	38,700

A large number of District Board schools are still held in rented buildings and in a large number of cases they are either inadequate or unsuitable or both. There is still much to be done for improving accommodation and equipment for elementary schools. But much emphasis was not laid on the construction of buildings and the supply of equipment for want of funds and the high cost of materials. During 1951-52 the number of buildings newly constructed for schools was 333. A floor space of 9½ square feet was required to be provided for each pupil. The maximum number in a class could be 35 pupils in average attendance. It was stipulated that there should be at least 20 pupils in average attendance for one teacher. Where it was not possible to secure adequate accommodation and staff, the classes were permitted to be taught in two shifts. The main object of this system was to effect economy in equipment and accommodation. In G.O. No. 1668, Education, dated 23rd May 1949, the Government sanctioned the introduction, as an experimental measure a scheme of shift system in Elementary schools in the following ten taluks in the State, viz., Periyakulam, Aruppukkottai, Musiri, Coimbatore, Tenali, Kakinada, Anantapur, Cuddapah, Palghat and Mangalore.

Equipment.—The minimum necessary equipment continued to be insisted by the Department before granting permanent recognition to elementary schools.

Managements were found to be slow to take advantage of equipment grants. District boards and municipalities budgeted annually for equipment expenditure. But much remains to be done. Many schools are still inadequately equipped to meet the growing and changing needs.

In the higher elementary schools, articles of equipment for pre-vocational instruction and for the teaching of Elementary Science, continued to be inadequate. Elementary school libraries did not have a sufficient number of children's books in the mother-tongue.

Space for gardening and play area available continued to be inadequate. At the end of 1951-52 there were 4,664 schools with no garden space and 36,709 schools had either no playground or their area was less than a acre in extent.

A scheme of grant payment for the construction of wells in elementary schools was brought into effect. The maximum grant was limited to Rs. 500.

D. Introduction of compulsory education.

A. Brief history.--The Madras Government as far back as the year 1920 got an Elementary Education Act for the introduction of compulsion under certain conditions for either girls or boys or both. Under the Act it was open to a local authority to introduce compulsion in its area in respect of Elementary Education, with the approval of the Provincial Government. In 1924, the Government again introduced legislation so as to amend the Act of 1920 to enable them to take steps, not only to introduce compulsion generally for all children of school-age, but to compel a parent who had once admitted his child into school to continue that child in school till he or she completed the elementary school course or passed out of the age-limit.

Compulsion was introduced in twenty-seven municipalities and six taluks prior to 1945-46. In the year 1945-46 in accordance with the Post-war Reconstruction Schemes in education, compulsion was extended to selected villages in each district. During the succeeding three years compulsion was extended to new centres. There were 1,831 such centres in 1947-48.

During the quinquennium, changes were introduced in the Elementary Education Act for constituting Taluk Advisory Committees. In 1946 the Madras Elementary Education (Amendment) Act was brought into force and the jurisdiction of the Presidents of District Boards, Chairmen of Municipal Councils and the Commissioner of Corporation was taken away and vested in the District Educational Officers from 1st June 1947, for taking the necessary action in regard to the imposition of penalty against defaulting parents in accordance with the procedure laid down in the rules under section 51 (1) of the Act. Thus the Educational Officers were empowered to enforce compulsion more effectively. However defects in the working of compulsion were noticed. The penalties imposed were found to be ineffective and children of school-age were found to be employed in large numbers by outside agencies.

Scheme of mid-day meals given up.—Moreover reviewing the general financial condition of the Province, the Government found that it was not possible to continue the supply of free mid-day meals and accordingly terminated the scheme with effect from 1st April 1947, the first day of the quinquennium as per G.O. No. 386, dated 3rd March 1947. The supply of free mid-day meals to poor children in the schools in compulsory areas was a scheme sanctioned by the Government with the introduction of compulsory education earlier. The scheme, though expensive, was giving the children some nourishment and also an inducement to attend the schools regularly.

Reviewing the entire position regarding the working of the Compulsory Education Scheme, the Government decided not to extend the scheme from 1948-49 onwards. Further extension of compulsion has been held in abeyance pending an investigation of results so far achieved and the conversion of Elementary schools into Basic schools.

As rules stand at present, school-age comprises of the age group 6-12 for both boys and girls except that in respect of any area under the jurisdiction of the district board where compulsory education has been introduced on or after 1st August 1945, the upper age limit is 14 for the boys and 12 for the girls, for six years from that date.

Compulsion centres.—Compulsion was in force on 31st March 1952 in 1,876 centres. Of these centres 240 were urban areas and the rest rural areas. Compulsion was introduced during the quinquennium both for boys and girls in a large number of rural areas. The working of the compulsory scheme in the municipal areas was fair and in the rural areas not very satisfactory regarding attendance.

The progress of compulsory education in these areas may be judged from the following data :—

	1951-52.
1. Total estimated school-age population ..	1,406,573
2. Number of school-age pupils under instruction.	1,080,092
3. Percentage of items (2) to (1)	76.7
4. Number of notices issued to defaulting parents.	157,262
5. Number of prosecutions launched	71,959
6. Amount of fines realized	13,356

Attendance officers.—As many as sixty attendance officers were on duty at the end of the quinquennium, working in the compulsory areas of North Arcot, Chingleput, South Arcot, Srikakulam, Visakhapatnam, West and East Godavari, Anantapur and Bellary districts and they were in charge of 528 centres.

Their duties.—* (1) Maintenance of a village census register and helping in the proper maintenance of school census registers.

(2) Work relating to conduct of attendance committee meetings and issue of notices to defaulting parents.

(3) Taking steps to increase enrolment.

The total expenditure on compulsory education was Rs. 39.92 lakhs in 1951-52.

E. Expenditure.

The total expenditure on primary education from all sources during 1951-52 was Rs. 9,51,85,325. 71.4 per cent of the expenditure was met from Government funds and 25.2 per cent from Local Board funds making a total of 96.6 per cent as from public funds. The rest alone was met from private funds. But private managements had collected a fee income of Rs. 8,30,474.

The cost per pupil was Rs. 22.8 on the average.

Expenditure on Elementary Education from different sources is given below :—

Government.	Expenditure from			Aided managements.	Total.
	Local Board Funds.	Municipal funds.			
	RS.	RS.	RS.	RS.	RS.
1946-47 ..	3,71,50,744	1,26,50,152	32,44,214	3,36,693	5,64,04,804
1951-52 ..	6,80,10,754	1,90,50,638	49,64,657	2,89,413	9,43,15,462

Expenditure from State funds on Elementary Education from 1946-47 to 1951-52 was as follows :—

	RS.
1946-47	3,90,19,439
1947-48	4,32,33,337
1948-49	5,90,64,359
1949-50	6,09,28,217
1950-51	6,60,69,309
1951-52	6,80,10,754

Grant assessment.—With a view to simplify the grant assessment rules the Government in G.O. Ms. No. 655, Education, dated 9th March 1949, amended the rules relating to the grant of recognition and aid to elementary schools. In the same Order the Government also approved the proposal of the Director of Public Instruction that tests Nos. 3 and 4 of the Departmental tests for efficiency, viz., that the number of pupils in Standards IV and V of an elementary school should be not less than 25 per cent of the strength in Standard I and that in an area not having a separate girls' school 25 per cent of the total number of school-age girls in the locality should be enrolled in the boys' school, may be abolished. Rule 4 (7) (b) for aid was

* Proceedings of the Director Roc. No. 77-M./49, dated 8th February 1949.

amended in 1948.* It was laid down that assessed grant shall be reduced proportionately for shortage in the number of working days in the calendar year, if any, provided the shortage was not condoned by the competent authority.

Monthly payment of teaching grants.—The system of payment of grants to Elementary schools was revised during the period. The Government ordered in their G.O. Ms. No. 2887, Education, dated 16th November 1948, the monthly payment of teaching grants to aided elementary schools. Sanction was also accorded for the employment of necessary additional clerical staff.

Under the revised system of payment, the first payment was made in the first week of March 1949 based on the grants to be assessed with reference to the monthly return for January 1949.

Immediately after the close of a month, the managements have to submit the monthly returns due for that month to the Deputy Inspector of Schools before the 10th of the succeeding month. The Deputy Inspectors have to scrutinize the returns and submit statements of grants recommendations to the District Educational Officers before the 20th. The District Educational Officers, after scrutiny of the statements, sanction the grants during the first week of the month following and arrange payment by bills or money orders as the case may be. Monthly payment of grants to teachers can be considered as one of the best achievements in the field of elementary education during the period under report. This has helped, to a small extent at least, in the stabilisation of the services of teachers in aided schools, though there are still complaints of non-payment of salaries and of belated payments.

Revision in the scales of pay.—Salaries of teachers in Elementary schools under local bodies.

Scales of pay in force from 1st April 1937 to 31st December 1946.	Revised scales of pay in force with effect from 1st January 1947 as per G.O. No. 975, Education, dated 10th May 1947, as amended in G.O. No. 1154, dated 5th June 1947.
Lower Elementary Grade Teachers—	
Men Rs. 15— $\frac{1}{2}$ —20	} Rs. 20—1—30 revised as Rs. 23— 1—33.
Women Rs. 20— $\frac{1}{2}$ —25	
Higher Elementary Grade teachers—	
Men Rs. 20— $\frac{1}{2}$ —24— $\frac{2}{2}$ —30	} Rs. 25—1—40 revised as 30—1—45 merging the craft allowance of Rs. 5.
Women Rs. 25— $\frac{1}{2}$ —29— $\frac{2}{2}$ —35	
Higher Elementary Grade untrained teachers—	
Men Rs. 15	} Rs. 20.
Women Rs. 20	
Secondary Grade Teachers—	
Men Rs. 25— $\frac{2}{2}$ —45	} Rs. 35— $1\frac{1}{2}$ —64 revised by Rs. 40— $1\frac{1}{2}$ —55—2—75 merging the craft allowance of Rs. 5.
Women Rs. 30— $\frac{2}{2}$ —50	
Secondary Grade, untrained—	
Men Rs. 20	} Rs. 25.
Women Rs. 25	

* G.O. No. 217, Education, dated 29th January 1948.

Scales of pay in force from 1st April 1937 to 31st December 1946.

Revised scales of pay in force with effect from 1st January 1947 as per G.O. No. 975, Education, dated 10th May 1947, as amended in G.O. No. 1154, dated 5th June 1947.

Full-time qualified Pre-Vocational Instructor— Rs. 20— $\frac{1}{2}$ —24— $\frac{2}{2}$ —30.	Rs. 30—1—45.
Full-time unqualified Pre Vocational Instructor— Rs. 100 per year plus dearness allowance.	} Rs. 100 per annum plus dearness allowance.
Part-time qualified and unqualified Pre-Vocational Instructor— Rs. 100 per-annum.	
} Rs. 100 per annum.	
<i>Government School Teachers—</i>	
1933-scale till 1st January 1947 ..	1947 scale*.
<i>Secondary Grade teachers—</i>	
Rs. 30—8/2—45— $\frac{2}{2}$ —65	Rs. 45—3—60—2—90.
<i>Higher Elementary Grade teachers—</i>	
Rs. 23— $\frac{2}{2}$ —45	Rs. 30—1—50.
<i>Lower Elementary Grade teachers—</i>	
Rs. 20— $\frac{2}{2}$ —24— $\frac{1}{2}$ —28	Rs. 23—1—35.

Scales of teaching grant for teachers in aided and panchayat elementary schools—

	Scale at the beginning of the quinquennium.	Revised scale of 5th June 1947 †.
	RS.	RS.
1 Collegiate Grade trained teacher.	35	35—1—45
Collegiate Grade, untrained ..	23	23
2 Secondary Grade teachers ..	25—1—35	35—1—45
Secondary Grade untrained ..	18	18
3 Higher Elementary Grade teachers.	20— $\frac{1}{2}$ —25	25— $\frac{1}{2}$ —30
Higher Elementary Grade untrained.	15	15
4 Lower Elementary Grade teachers.	15	18
Lower Elementary Grade untrained.	8	11

Increments in the scale of grants specified above were to be normally granted to teachers who put in service in different schools, only if the management and the District Educational Officer recommend that the change of service was made for proper reasons.

* The revised scale was intended to be admissible only to persons qualified in any of the prescribed crafts. The existing staff were required to qualify within a period of two years from 9th July 1947.

† G.O. P. No. 1154, dated 5th June 1947, modified the orders in paragraph 10 of G.O. No. 975, Education, dated 10th May 1947 and revised the scales of teaching grant for teachers as shown in column III. G.O. No. 217 Education, dated 29th January 1948, brought about further improvement in the rates of teaching grant. For Pandits appointed under Rule 12 (2) of the rules for recognition and possessing the qualification in Rule 13, Madras Educational Rules, Rs. 31—1—45 per mensem was permitted to be assessed.

Teaching grant for pre-vocational instructors—G.O. No. 217, Education, dated 29th January 1948, sanctioned the following scale of grants :—

Full-time Instructors—

- | | |
|---|---------------------------------------|
| (1) If they possess the technical qualifications (whether they possess or not the general educational qualification). | Rs. 25— $\frac{1}{2}$ —30 per mensem. |
| (2) If they are proficient in the pre-vocational subject and possess the general educational qualification. | Rs. 25 per mensem. |
| (3) If they are proficient in the pre-vocational subject and do not possess the general educational qualification. | Rs. 100 per year. |

Part-time Instructors—

Whether qualified or not Rs. 100 per year.

Grants at the above rates were to be assessed from 1st January 1947. To see that the new scales of pay were paid to teachers, instructions* were issued that wherever applications for grant of permission for opening new schools or for transfer of management on behalf of the existing schools were received, the inspecting officers should grant such permission or approve the transfer of management only if the new management agreed to give the new scales of pay to the teachers. The terms of service for the teachers were to be got revised in the service registers wherever necessary before the transfer of management on behalf of the existing schools was effected.

Dearness allowance.—Rates of dearness allowance were raised during the period to the rates paid to Government employees on similar salaries.

Though the scales of pay of teachers have been improved to some extent, during the quinquennium, in view of the abnormal increase in the cost of living, there was not much contentment for the teachers with their emoluments. Simplicity and contentment preached to the teachers and references to the nobility of the teaching profession, by the leaders were more a cry in the wilderness.

Management's contribution to teachers' salary.—In view of the increased scales of grants sanctioned in 1947, it was decided to insist on the managements of schools allowing a minimum pay of Rs. 30 to a Higher Elementary Grade trained teacher and Rs. 40 per mensem to a Secondary Grade trained teacher. In other words managements were expected to supplement from their own resources to the extent necessary, G.O. No. 217, Education, dated 29th January 1948, said that trained teachers of the Lower, Higher and Secondary Grade should be given a minimum pay of Rs. 20, Rs. 30 and Rs. 40, respectively with effect from 1st July 1947. It was also said that in suitable and deserving cases the Director

* Proceedings of the Director, R.O.C. No. 1776, B-2/46, dated 26th January 1948.

could grant extension of time to managements for giving the minimum basic salary referred to above.

About the managements supplementing the Government grants to the extent necessary from their own resources, it was found that a very large number of managements had applied for extension, almost all of them pleading their inability to pay the supplementary grant on financial grounds. Some of them applied for 5 and 10 years' time to implement the orders. Further most of the managements showed no intention of carrying out the orders of the Government, and further, the income in many schools was uncertain and inadequate, and the managements had no resources to discharge the obligation imposed by the Government to supplement the grant from their own funds.

Under the above circumstances, the Government decided in their G.O. Ms. No. 297, Education, dated 14th February 1948, that the provision for contribution by the managements of Rs. 5 or Rs. 2 as the case may be, need be enforced only in cases where they were in a position to make the payment and that where they were not able to pay, exemptions might be given. Director's Roc. No. 1496-B. 7/46, dated 4th March 1948, said that the extra payment of Rs. 5 or Rs. 2 to be made by the management may be treated as an admissible item of expenditure for purposes of maintenance grant.

In G.O. No. 2478, Education, dated 2nd September 1950, Government sanctioned an increase of Rs. 2 per mensem in the minimum of the scale of teaching grant for Higher Elementary Grade teachers and it was made obligatory on the managements to pay Rs. 3 to each teacher per mensem extra from their funds. According to that order the Teaching grant in respect of Higher Elementary Grade teachers was raised to Rs. 27— $\frac{1}{2}$ —30.

Government in their Order No. 88, Education, dated 11th January 1951, sanctioned an increase of Rs. 2 per mensem of the scale of teaching grant in force for Lower Elementary Grade, Secondary Grade and Collegiate trained teachers. The enhanced teaching grants were—

Lower Elementary Grade trained teacher—Rs. 20 per mensem.

Secondary Grade trained teacher—Rs. 37—1—45.

Collegiate grade trained teacher—Rs. 37—1—45.

For the calculation of the deficit in the accounts of aided schools, the supplemental pay payable to teachers by managements according to G.O. No. 2478, Education, dated 2nd September 1950 and G.O. No. 88, Education, dated 11th November 1951, was not allowed to be taken into account. In view of the representations made, the Government in G.O. No. 1332, Education, dated 14th May 1951, directed that the expenditure on account of the payment of supplemental pay to teachers by managements should be taken into account for purposes of calculation of the maintenance grant.

Payment of teaching grant for teachers and the maintenance grant for the managements separately was a very useful reform introduced during the period.

The District Educational Officer has to sanction for a school the full assessed teaching grant as the final assigned teaching grant. He may, however, order the suspension of a teacher or impose a fine not exceeding 10 per cent of his pay for —

(1) defects in organization, discipline, and instruction for which teachers are responsible ;

(2) premature withdrawal of pupils from the school before completing the full course or retention of pupils for more than one year in the same standard ; and

(3) for falsification of attendance, admission and other registers for which teachers are responsible or any other fraud or irregularity committed by teachers*.

The final assigned teaching grant received by a school was paid to the teachers employed in it by way of salary, each teacher being paid in proportion to the scale of teaching grant assessed for him.

Maintenance grant.—Payment of maintenance grant separately was ordered during the quinquennium. The District Educational Officer can sanction a separate grant not exceeding 15 per cent of its final assessed teaching grant for a school as ‘maintenance grant’. In the case of schools levying fees, the maintenance grant was payable only if the management was unable to meet the total expenditure on the school even with the additional fee income and it was to be restricted to the balance actually required to cover a deficit in the accounts. This grant was intended for the proper upkeep of the school buildings, equipment, contingencies, provision of urinals, etc. Fee collecting schools were required to maintain clear accounts of receipts and expenditure of the school. The District Educational Officer had the discretion to sanction a lower percentage or altogether refuse maintenance grant for the following reasons :—

(1) defects in accommodation and equipment,

(2) any irregularity or fraud, for which the management is primarily responsible,

(3) falsification of registers and other records for which the management is responsible, or misrepresentation regarding the employment of teachers,

(4) use of school buildings for purposes of a political character,

(5) use of unapproved text-books or of text books changed within two years of their introduction, except with the approval of the District Educational Officer,

* G.O. Ms. No. 217, Education, dated 29th January 1948.

(6) undue shortening of the school-day or the portion thereof, devoted to secular instruction, or the decrease in the number of school meetings,

(7) on account of the presence of pupils unprotected from smallpox, and

(8) on account of shortage in the number of working days in the calendar year, if any, which has not been condoned by competent authority^a.

Maintenance grants are not to be sanctioned for—

(1) single-teacher schools except with the approval of the Divisional Inspector of Schools,

(2) schools which have less than 5 standards except in the case of schools with Standards I and III and approved by the Divisional Inspector of Schools as feeder schools, and

(3) schools in which more than one-third of the teachers are untrained^a.

Regarding the question whether any forms, registers, etc. are prescribed for the purpose of maintaining accounts required to be scrutinized with reference to the calculation of maintenance grants Proceedings Roc. No. 1496-B-7/46, dated 4th March 1948, said that so long as the management is liable to satisfy the Inspecting Officer that the money received was properly utilized, no elaborate maintenance of registers need be insisted upon. Any register or record if satisfactory could be allowed.

Elementary schools in certain backward areas were allowed higher rates of grants and pay. In Government Memorandum No. 69583-C-1/47, Education, dated 29th October 1947, it was laid down that grants for teachers employed in aided elementary schools in the Nilgiris, the Wynaad taluk of the Malabar district, the partially excluded areas, the Palni and Anamalai Hills, in the schools specially intended for Marawars in the Tirunelveli district, the schools specially intended for Malayalees in Kolli Hills and such other schools intended for backward classes may be assessed at rates 50 per cent higher than the grants for teachers, in other aided elementary schools (sanctioned in G.O. No. 1154, Education, dated 5th June 1947, and Memorandum No. 30870-B-2/47-7, Education, dated 27th June 1947).

Collection of school-fees.—There is no schedule of standard rate of school-fees to be collected from pupils reading in Elementary schools under private management. The Director in his R.C. No. 1355-B-5/50, dated 18th June 1951, ordered for purposes of granting compensation that the rates should be standardized so as to facilitate the proper and uniform assessment of compensation payable to aided institutions in the entire State on account of free admission of Harijan pupils and accordingly directed that for purposes of working out compensation only, the rate may be

^a G.O. Ms. No. 217, Education, dated 29th January 1948.

taken at an increased rate of 50 per cent in the case of schools situated in rural parts and cent per cent in those schools in urban areas over the rates fixed in rule 73 (1), Madras Educational Rules, or the actual rate of fee levied whichever is less.

As hitherto the managements are left free to levy their own rate of fees.

F. Wastage and other difficulties.

Wastage.—One of the aims of the department in the matter of mass education has been to ensure that at least 25 per cent of the pupils in Standard I go up to Standard V, so that a fairly large number of pupils may attain permanent literacy, on the accepted principle that if a pupil completes a five-standard course he attains permanent literacy.

The standardwise distribution of pupils is shown below :—

Standard.	Strength on		
	1st April 1947.	31st March 1952.	
		Boys.	Girls.
I	1,202,430	765,763	519,789
II	133,731	541,665	335,272
III	546,938	457,993	255,661
IV	427,838	374,061	189,715
V	377,431	321,896	145,976
VI }	168,764	89,283	34,214
VII }		57,462	21,362
VIII }		33,604	12,310
Total ..	3,457,132	2,641,727	1,514,299

The increase is satisfactory in Standards III to VIII especially in regard to girls. Premature withdrawal of children after two or three years of instruction is still not uncommon. These children discontinue their studies and naturally lapse into illiteracy. Hence the amount spent for them and the efforts made to educate them are wasted. Pupils are compelled to stay away from schools on account of poverty and other reasons. There is also a tendency on the part of headmasters in inefficient schools to promote large number of undeserving pupils to higher classes to avoid stagnation. The failure of rains and continuous famine conditions in many districts during the period led to the migration of villagefolk in large numbers from the famine and dry areas to more fertile places in search of labour and livelihood. The education of the children of such families was consequently affected.

In spite of these difficulties the Department has succeeded in reducing wastage during the quinquennium. The large number of visits that the Inspectors pay to the Elementary schools now have shown considerable effect in improving the regular working and efficiency of the schools.

Standardwise distribution of pupils in elementary schools.

Standard.	1946-47.	1947-48.	1940-50.	
			Boys.	Girls.
I ..	1,202,430	1,217,453	712,872	522,488
II ..	733,731	791,707	493,645	322,922
III ..	546,938	598,633	411,423	234,047
IV ..	427,838	458,281	330,901	166,557
V ..	377,431	399,249	293,595	128,704
Total ..	3,288,368	3,465,323	2,241,436	1,374,768
VI ..	168,764	186,523	73,737	28,370
VII ..	..	..	45,336	16,644
VIII ..	..	..	26,150	10,113
Total ..	168,764	186,523	145,223	55,127
Grand total	3,457,132	3,651,846	2,386,659	1,429,895
Percentage of pupils in Standard V to those in Standard I.	33.4	29.1	41.1	24.6

Standard.	1949-50.		1950-51.		1951-52.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
I ..	754,274	523,584	745,211	507,729	765,763	519,789
II ..	521,000	328,854	542,228	318,632	541,665	335,272
III ..	431,974	241,895	445,545	244,946	457,993	255,661
IV ..	347,494	176,384	368,130	180,314	374,061	189,715
V ..	307,235	136,319	319,927	141,759	321,896	145,976
Total ..	2,361,982	1,407,036	2,403,041	1,393,380	2,461,378	1,464,313
VI ..	81,585	29,743	84,530	31,782	89,283	34,214
VII ..	50,179	18,482	51,485	20,142	57,462	21,362
VIII ..	28,115	11,169	30,760	12,271	33,604	12,310
Total ..	159,879	59,835	166,775	64,195	180,349	67,886
Grand total.	2,521,861	1,466,871	2,569,816	1,457,575	2,641,727	1,514,299
Percentage of pupils Standard V to those in Standard I.	30.7	26.0	42.9	27.9	42.0	28.1

The following table gives the number of pupils passing out of Standard V and their percentage to the number in Standard I five years ago :—

Year.	Number of pupils in Standard I.	Number of pupils in Standard V.	Percentage of pupils in Standard V to those in Standard I five years ago.
1939-40	1,120,215	..	..
1944-45 .. ..	..	358,824	32
1940-41	1,085,401	..	..
1945-46 .. ..	..	365,238	33·8
1941-42	1,091,178	..	..
1946-47 .. ..	..	377,431	34·6
1942-43	1,002,417	..	..
1947-48 .. ..	..	399,249	39·8
1943-44	968,346	..	..
1948-49 .. ..	..	431,299	43·6

Even taking into account the fall in enrolment during 1942-43 and 1943-44 due to unsettled conditions during the war, and the contribution of this fall to the rise in the percentage of pupils in Standard V, the progress has nevertheless been marked for the five years taken as a whole in the reduction of wastage from 68 per cent to 56·4 per cent.

Taking into account the large number of detentions in Standard I and the migration to Secondary schools, wastage could be taken to be still less. The fall in strength in Standards VII and VIII is also due, in a large measure, to the migration of pupils to Secondary schools.

The average duration of school-life in the lower elementary stage may be estimated at 3·1 years for boys and 2·7 years for girls. Due to the introduction of various remedial measures such as the restriction of fresh admissions to two fixed occasions in the year and relaxation of rules regarding the minimum average attendance for a teacher in plural teacher schools, there has been a steady progress in the percentage of pupils in Standard V to those in Standard I five years ago, which is a noteworthy feature. The rule relating to the development of all elementary schools into complete schools, except those recognized as feeder schools, has helped to check wastage to a great extent. But finally it is only the introduction of universal free compulsory education that can minimize this wastage. Legislation prohibiting employment of child labour may also be helpful.

Plural-class teaching or the problem of single-teacher schools.—Ways and means to increase efficiency continued to attract the best attention of the Department and the Inspectorate. The distinction between boys' and girls' schools was abolished and the Inspectorate encouraged the amalgamation of boys' and girls' schools and uneconomic schools, wherever possible and

feasible, and tried to reduce plural-class teaching. Instructions were issued in Proceedings R.C. No. 2476-B-2/48, dated 29th September 1948 and Proceedings R.C. No. 3488-B-2/48, dated 3rd February 1949, to this effect. The teacher resources of small separate schools were thus mobilized towards the formation of large, economic and efficient schools.

In regard to the question of improving the status of the single and two teacher schools into two and three teachers respectively the Inspecting Officers were called upon to impress upon the managements (both public and private) the need for their improvement by enrolling more pupils and strengthening the staff. The number of single-teacher schools at the beginning and end of the quinquennium were 5,410 and 4,018 respectively. The officers were consistently working to improve the status of the Elementary schools and gradually eliminate the single and two teacher schools by a Five-Year Plan from 1949-50 laid down by the Director of Public Instruction in his Dis. No. 5140/49, dated 24th September 1949. Exceptions were made with regard to rural areas, where there was no scope for the schools to be developed into plural-teacher schools due to the paucity of school-going children in the locality. Newly opened schools were given three years' time to become at least plural-teacher schools.

In this connexion the following instructions were issued for the guidance of the officers :—

(1) The officers during their inspection should carefully investigate the possibilities of every single-teacher and two-teacher school being developed into two or three teacher schools respectively and record in the inspection report the result of the investigation and the steps to be taken to achieve the possibilities.

(2) Where single and two-teacher schools exist along side efficient, economic, populous and thriving schools, possibilities of an amalgamation with the larger schools should be explored.

(3) In the case of schools, where there was no possibility of being developed into plural-teacher schools due to the paucity of school-age children in the village, the fact should be similarly recorded in the inspection report after a complete and thorough investigation of each case and the head teachers instructed to bring the census registers up-to-date.

(4) In deciding possibilities and conditions of development officers should see—

(a) whether the teachers actually reside in the village ?

(b) whether the teachers are popular in the village and whether the teachers' relationship with the villagers is cordial ?

(c) whether propaganda work is carried on by the teachers to send the children to school ? and

(d) whether parents association meetings are held and if so, how often ?

(5) Schools themselves should be made attractive with better accommodation, equipment, museum and garden.

Average daily attendance.—The average daily attendance was 2,229,920 in boys' schools and 372,905 in girls' schools on 1st April 1947 as against 3,227,743 on 31st March 1952. During this period, attendance of pupils was affected by the following factors:—

- (1) Increase in the cost of living which caused many withdrawals.
- (2) Continuous drought conditions which caused migration of several families in rural parts. Notwithstanding these adverse conditions the attendance has not decreased much.

Administration and control.

Elementary schools in the State continued to be either under public management or private management. All recognized schools were inspected by the officers of the Education Department. District Board schools continued to be controlled by the Presidents of District Boards assisted by the District Board Educational Officers. Transfers of teachers under the agency of the District Boards were frequent. Though the rules insisted on prior consultation with the District Educational Officers, the Presidents sought belated post approval in many cases.

Schools run by the Harijan Welfare department were Government schools under the over-all control of the District Collector. Transfers of teachers were frequent. There was no obligation according to rules to consult the Inspecting Officers before such transfers were made.

Municipal schools continued to be administered by the Chairmen through the Commissioners. Municipalities which had twenty elementary schools were permitted to employ their own supervisors.

In the case of local board schools, a kind of a divided responsibility between the management and inspectorate in the matter of administration and control continued.

This to an extent was responsible for the bad condition of local board schools.

Managers.—Instructions were issued in 1950 prescribing certain qualifications for aided elementary school managers.

Inspection of schools.

Reorganization of ranges.—The administrative distinction between boys and girls' elementary schools was abolished during the quinquennium. In G.O. No. 747, Education, dated 2nd April 1948, the Government declared that it was unnecessary to have one set of men officers to inspect the elementary schools for boys and another set of women officers to inspect the elementary schools for girls and approved the proposal to amalgamate the two ranges. From experience it was already found that the control of elementary

education by two sets of officers, the District Educational Officers and the Inspectresses led to a great deal of administrative difficulties as well as delays.

G.O. No. 747 ordered the amalgamation of the girls' and boys' ranges and all elementary schools till then inspected by Sub-Assistant Inspectresses were transferred to the respective District Educational Officers. Inspectresses of Girls' Schools were relieved completely of the administration of elementary schools for girls. Sub-Assistant Inspectresses were henceforth designated as Deputy Inspectors (Women) and were given the same clerical establishment and jurisdiction as that of the Senior Deputy Inspectors (Men). The Muslim and Moplah ranges were also abolished and in the case of schools which had the regional languages as the medium of instruction, they were to be inspected by the Deputy Inspectors of general ranges. In districts where the medium of instruction in Elementary schools was Urdu, the Muslim ranges were retained, but were called Urdu ranges. The amalgamation scheme assigned the inspection of all schools with Urdu medium to the Deputy Inspectors of Urdu ranges. Later the Director of Public Instruction ordered that in case the inspection of Muslim girls' schools by male Deputy Inspectors was objected to, by reason of the observance of purdah, a woman Deputy Inspector, if available, or a woman member of the staff of the Government school in the locality may be requested to conduct the inspection of these schools.

The intention of the re-organization was to make the jurisdiction for each Inspector compact; to assign 75 to 85 schools to every Deputy Inspector or Junior Deputy Inspector.

The re-distribution of ranges came into effect from 15th May 1948. Amalgamation of ranges facilitated the amalgamation of uneconomic boys' and girls' schools.

Reduction in the number of schools to be inspected by Deputy Inspectors.—G.O. No. 752, Education, dated 17th March 1949, considered that the 85 to 90 elementary schools assigned to each Deputy Inspector of Schools for inspection and surprise visits and follow up work was too heavy. The work to be looked after by each Deputy Inspector was large and distance could not be rapidly or easily covered. Further the increase in libraries and adult literacy schools made the work of the Deputy Inspectors very heavy and thus comparatively ineffective in results. In view of these considerations, the Government in their Order No. 752 sanctioned the following additional inspecting staff together with the clerical establishment :—

Sixty-six Senior Deputy Inspectors; 65 Junior Deputy Inspectors; 24 Lower division clerks; 66 attenders; 131 peons.

In calculating the number of elementary schools for each Inspector the number of teachers employed in the schools was also taken into consideration. It was decided to allot sixty schools or

200 teachers for inspection. Two libraries or two adult literacy schools were treated as equivalent to one Elementary school for the purpose of distribution of schools among Inspectors. On the basis of this calculation, the ranges were re-organized. Under this arrangement each Senior Deputy Inspector was allowed one clerk, one attender and one peon. In case, a Junior Deputy Inspector was attached to a range one additional clerk was allowed for that range. Three visits to Elementary schools during the year besides the annual inspection was made compulsory on the part of all Deputy Inspectors and Junior Deputy Inspectors.

In spite of the attempts made during the quinquennium to strengthen the inspectorate and make their work effective and thus minimise the wastage of public funds through fraud and inefficiency in schools, still the rapid and vast expansion in the number of schools and the introduction of new schemes such as adult education, library movement, basic education, monthly payment of grant, etc., made it difficult for the Inspectors to do their work thoroughly and promptly.

District Board Educational Officers.—These officers, drawn from the Education Department, were appointed generally to be in charge of the education sections of the District Board Office and to help the Presidents of District Boards in the administration of the schools under the district boards. They were not for the inspection of schools which was the legitimate function of the inspecting officers of the Education Department. During the quinquennium District Board Presidents expressed through their Chamber a desire to appoint Headmasters of District Board High Schools or to appoint additional Superintendents or to appoint Assistant Secretaries instead of a Deputy Inspector of Schools from the Education Department as District Board Educational Officer. The Government considered the various suggestions and decided that if a district board did not want to continue a Deputy Inspector of Schools as District Board Educational Officer, the officer may be withdrawn and additional Superintendent be appointed in the place of the District Board Educational Officer to attend to the work which was being done by him.

Supervisors of municipal schools.—Government in their G.O. Ms. No. 77, Education, dated 10th January 1948, reviewed the need for employment of Supervisors of Elementary schools by Municipal Councils and ordered that only Municipal Councils which maintain at least twenty elementary schools and employ eighty teachers need appoint a supervisor. Municipal councils which maintain not less than twenty elementary schools and employ eighty teachers should appoint a Supervisor possessing the secondary grade T.S.L.C. and give him a scale of pay of Rs. 45—2—85 while Municipal councils which employ 150 teachers or more could employ a Supervisor possessing the L.T. qualification and grant him a scale of pay of Rs. 75—5—145.

II. New schemes and experiments and outstanding problems.

Efforts to improve elementary education.—Director's Proceedings Dis. No. 5811/51, dated 11th September 1951, wanted the Inspecting Officers to take necessary steps to carry out the possibilities of interesting local organizations by constituting local committees in four or six selected centres, as an experimental measure, without any expenditure to State Government with a view to improve the working of elementary schools.

The committee was to be constituted with honorary members consisting of (1) the village munsif or local councillor, (2) a representative of the parent (preferably a literate woman), (3) manager of the school or an influential person of the village.

The functions of the committee were only advisory and were to be—

- (1) To meet once a month to examine conditions of the school and find ways and means to make the school more efficient.
- (2) Take steps to increase enrolment and improve attendance.
- (3) Bring to the notice of the Department any irregularities in the working of the school. The committee was not to interfere with the daily working of the school.

2. Another means tried to improve efficiency was the avoidance of innumerable transfers of teachers especially in the District Board schools, on very flimsy grounds. Frequent transfers of teachers had a tendency to make the teachers lose interest for their schools, and unwilling to contact parents and other people in the village interested in the improvement of education. Recruitment of teachers on Taluk basis was suggested as the remedy. Government wanted * that no teacher should be transferred from his village except in very rare cases and that other forms of punishment should be resorted to if the work of the teacher was found not satisfactory.

With a view to remedy the defects and improve efficiency, the system of recruiting teachers for individual schools was tried in a few taluks in 1948 and the experiment proved a success (Director's R.C. No. 2095-B-1/47, dated 19th September 1949).

Government in their Memorandum No. 14550-B-2/44-3, Education, dated 31st August 1949, expressed their intention that the system of recruiting teachers on individual basis should be extended to all the districts in 1950-51. The above order said that as far as possible, teachers should be posted to their own villages or to the adjoining villages so that there may not be any request from them for transfer. Moreover, such a procedure may not only contribute to improve efficiency but also put a stop to teachers going on leave (casual or ordinary) for the purpose of going to their native place and thus help in a great measure to have continuity of staff.

* G.O. Ms. No. 2803, Education, dated 26th October 1951.

3. *Introduction of Basic Education.*—Conversion of elementary schools into basic schools started in the quinquennium and continued as a policy. The pace has been rather slow. In the beginning these conversions were confined to firkas selected for rural development and later it was extended to compact areas round about Basic Training schools.

Problems.—(1) If numbers are any indication of the progress made, then it must be said that there has been tremendous improvement in the field of Primary education during the quinquennium under report. But it must be conceded that this increase has not been sufficient to bring the entire population of school-age children within the fold of our educational activity so as to give them the benefit of education.

(2) *Lack of an adequate number of teachers and equipment.*—Provision of adequate school building and equipment has not kept pace in proportion to enrolment, chiefly owing to adverse economic conditions. There was a lot of congestion in towns and lack of suitable buildings in rural parts. It has not been possible to make the school and school buildings more attractive and inviting than what they are at present.

(3) *Progress in compulsory education was not much.*—With the adverse and quite unsettled economic conditions in the country it was not possible to make elementary education compulsory on a universal scale in all areas. Of course in the centres where compulsion was introduced it was worked fairly satisfactorily by the Department in spite of poor response from the public and the percentage of enrolment steadily went up.

Wastage and stagnation continued to persist.

(4) *Closure of Schools.*—Number of primary schools closed in 1949-50 was 940. In 1950-51 it was 1,732 and in 1951-52 it was 509. Though no doubt a larger number of schools were opened during the five years and the over-all total of primary schools in the State continued to increase the closure of such a large number of schools year after year is a wastage.

Children and languages.—One problem which needs study based on sound principles of research is that of language development in children. The principle of the mother-tongue as the medium of instruction may be justifiably laid down. Inevitable difficulties arise in these modern times where language groups are found to overlap in different regions and migrate from place to place for business or employment. To rule out any use of another language than the mother-tongue even at the earlier stage, is educationally unsound if later years admit the learning of a second language. Up to seven years of age the ears are attuned to distinguishing vocal sounds and lose much of this acuteness before the introduction of a second language is permissible in the present school system. Similarly, the vocal organs lose some of the natural flexibility after the child has passed the normal language learning

period of its earlier years. It has been repeatedly observed that a child who has the early experience of dealing with people, often in his own home, of different languages soon learns to distinguish between them. He will suit his vocabulary to the particular language of the person concerned, even to translating himself from one language to another without any prompting from others to do so.

This is not to say that a child should be expected to learn reading and writing of more than one language at a time. As in all languages the mechanics of writing should follow after a development in speaking and listening to stories and conversation until a vocabulary is built up and the child has attained the muscular co-ordination required for the labour of writing. Stories and songs and simple conversation are easily within the ability of even a pre-school child in two languages simultaneously or even in three. Experiments have demonstrated this to be so. This is a vital problem in the Madras State where people who speak Tamil, Telugu, Malayalam, Kannada, Urdu and English (Anglo-Indians) not to speak of the people from the various north Indian Language areas, are living together. Is mono-lingualism possible and desirable at the child education stage ?

CHAPTER IV.

BASIC EDUCATION.

1. *Main Trends.*

(a) Schools and enrolment.

The acceptance and introduction of Basic Education as the Government's policy in Elementary Education was perhaps the most outstanding and significant change launched in this quinquennium. For some time past, there has been an incessant demand everywhere, to have the emphasis shifted from the purely literary side of education and the principle of "learning and teaching through activity" had come to be widely accepted. It was in response to this demand and in accordance with this principle that the new system of education known as Basic Education came into being during the quinquennium. Its distinctive method is the correlation of teaching to a productive, manual basic craft as well as to the child's physical and social environment which offer rich possibilities for the purpose. This practical and realistic approach to the education of children seeks to replace the traditional bookish and purely academic approach by a work centred productive education which is more congenial to the child psychologically and more useful to social needs and ends. The basic crafts generally adopted now are spinning and gardening.

From 1947-48, steps were taken towards the introduction of Basic Education as the chief method of instruction in mass education. The policy continued to be pursued for the rest of the period and with a certain amount of vigour and intensity now and then. In pursuance of the policy laid down by Government, Basic schools were newly opened in certain areas where the required facilities existed and in certain others, the existing schools were converted into the Basic type.

Schools.—At the beginning of the quinquennium, there were no Basic schools. At the end of the quinquennium, there were 564 Basic schools. Most of the schools were brought into existence by the conversion of Elementary schools into Basic schools—the lower standards being taken up first and additional standards converted every succeeding year.

The distribution of Basic schools managementwise and districtwise is given in Table 24 in the Public Instruction Report for 1951-52. On 31st March 1952, there were twenty-two single-teacher Basic schools and thirty-four senior Basic schools. Most of the senior Basic schools were still in the process of development into complete 8 grade schools.

	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
Number of Basic schools ..	17	101	170	402	564

During the first year of the quinquennium, the Government sanctioned provisionally the introduction of Basic Education in thirty-four Elementary schools (G.O. No. 1474, Education, dated 6th July 1947). Subsequently, the number of schools to be converted was reduced to seventeen with the teachers retrained in the Basic Training School, Perianaikenpalayam (Coimbatore district). Seventeen Basic schools were organized in the compact area encircling the Training school. With the teachers trained at Vinayasramam, the conversion of fifteen Elementary schools in Andhra Desa was approved in May 1948 (G.O. No. 1249, Education, dated 17th May 1948). Here the principle of concentrating schools in a particular area was not observed. The schools converted were scattered in different parts of Andhra Desa, but mostly in the firkas selected for rural reconstruction.

In other parts of the State also, permission was granted for conversion into Basic schools of Elementary schools which had the necessary facilities including Basic trained personnel, although they were not in a compact area. By the end of 1948-49, there were 101 Basic schools. Of these, 21 were in the South Arcot district and 17 in Coimbatore district. The number of schools in the other districts ranged from 1 to 4. In April and May 1949, the Director declared that certain firka areas should be treated as Basic Education areas and also approved the conversion of more Elementary schools in those areas into Basic schools.

The Advisory Board of Basic Education in January 1951 passed the following resolutions:—

Basic trained Deputy Inspectors should be appointed with immediate effect for each area served by Basic Training schools. They should plan and carry out the conversion of all Elementary schools in the area to the basic pattern. The number of schools in any area should be limited to about thirty. Government accepted the recommendation and requested the Director to post Basic trained Deputy Inspectors to ranges served by Basic Training schools (G.O. Ms. No. 969, Education, dated 16th April 1951).

With reference to the Government order referred to above, the Director instructed the inspecting officers that each Deputy Inspector posted to a range where there was a Basic Training school should select thirty Elementary schools in the area and run them as Basic schools.

The number of Basic schools at the end of the quinquennium was five hundred and sixty-four.

Details about them are given below:—

Number of schools with Standard I	32
Number of schools with Standard II	27
Number of schools with Standard III	39
Number of schools with Standard IV	30

Number of schools with Standard V	410
Number of schools with Standard VI	9
Number of schools with Standard VII	3
Number of schools with Standard VIII	14
	564

The number of Basic schools in the State at present, after carrying out the Basic Education policy for five years, is very small compared with the non-Basic (old type) schools.

Number of Basic schools on 31st March 1952	564
Number of non-Basic schools	38,687

Senior Basic schools.—Till 1950–51, there were no senior Basic schools in the State.

In 1951–52, there were thirty-four schools.

During 1951–52 in order to develop the model schools into full-fledged VIII Grade Basic schools, sixty-nine posts of Senior Basic Grade teachers were sanctioned by the Government for twelve Government Basic Training schools. But only twenty-three posts were utilized during the year.

Pre-Basic schools.—Details regarding pre-Basic sections are given in Chapter XI (a).

Training schools.—Details regarding pre-Basic and Basic Training schools can be found in Chapter VI.

Scholars.—The number of scholars reading in all the Basic schools excluding the strength in pre-Basic classes was 39,344 boys and 23,215 girls on 31st March 1952.

	1950-51.			1951-52.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Grade I	7,674	5,122	12,796	12,721	8,511	21,232
Grade II	6,044	3,579	9,623	8,006	5,168	13,174
Grade III	4,878	2,469	7,347	6,838	3,627	10,465
Grade IV	3,888	1,689	5,577	5,571	2,926	8,497
Grade V	3,079	1,258	4,337	4,447	2,089	6,536
Grade VI	737	228	965	877	450	1,327
Grade VII	361	101	462	594	260	854
Grade VIII	161	61	222	290	184	474
Total ..	26,822	14,507	41,329	39,344	23,215	62,559

The following was the enrolment of pupils in Basic schools during the quinquennium :—

1947-48	..	9,223	1950-51	..	41,526
1948-49	..	9,780	1951-52	..	63,255
1949-50	..	19,003			

(b) Teachers.

The number of teachers employed in Basic schools was as shown below :—

Trained teachers—

				1950-51.	1951-52.
Men	..	..	..	1,198	1,596
Women	..	..	..	239	509
			Total	1,437	2,105

Total number of teachers—

Men	..	..	..	1,251	1,638
Women	..	..	..	259	520
			Total	1,510	2,158

The proportion of trained teachers to the total number worked out to 97·5 per cent.

In the scales of pay, there was no difference between teachers of Basic schools and those of ordinary schools. The Divisional Inspector of Schools, Godavari Division, has reported that, "as teachers of Basic schools are required to put forth greater effort than teachers placed in non-Basic schools, there is a growing discontent among the Basic trained teachers."

(c) Expenditure.

The total expenditure (direct charges) on Basic schools from all sources was Rs. 15,31,721 during 1951-52. 62·2 per cent of the expenditure was met from Government funds, 31·6 per cent from Local Board funds making a total of 93·8 per cent as from public funds. The cost per student was Rs. 242 per annum on an average. The amount spent for craft equipment during 1951-52 was Rs. 1,28,276-12-0.

At first, the Government directed in G.O. No. 1427, Education, dated 6th May 1949, that subsidy or grant towards the cost of construction of buildings for Basic schools should be limited to one-half of the cost of construction subject to a limit of Rs. 4,000 for Junior Basic schools as in the case of ordinary elementary schools. Later in G.O. No. 2930, Education, dated 20th September 1949,

Government agreed to the payment as subsidy to local bodies or grant to private managements, an amount not exceeding three-fourths of the cost of construction subject to the following maxima :—

Junior Basic schools Rs. 9,000 and Senior Basic schools Rs. 15,000. The Director has been permitted to scrutinize the applications for building grants for basic schools and to sanction the construction of buildings as soon as the scrutiny is over without prejudice to the question of subsidy or grant. In the case of schools under private management, the Director has been authorized to disburse the grant subject to the existence of provision in the budget estimate. In the case of local bodies, the applications should be submitted to Government. Grants and subsidies given during the period 1947-52 are as given below :—

Aided Managements.

	Rs.
1 Valluvar Gurukulam Basic School, Kadaperi, Tambaram ..	* 21,500
2 T.A.T. Kalanilayam, Perianaickenpalayam	9,000
3 Avvai Home Basic School, Adyar	9,000
4 Gandhi Kalanilayam Basic School, Rachandur, Tirumalai, Tiruchirappalli	8,963
5 Gandhi Kalanilayam Basic School, Kavarur West, South Arcot	6,810
6 Kasturba Gandhi Vidyalan Basic School, Kanchipuram ..	9,000
7 Kasturba Gandhi Kanya Gurukulam, Vedaraniyam ..	9,000
8 Gandhi Seva Sadan Basic School, South Malabar	9,000

Local Body.

Municipal Basic School, Venugopalapuram, South Arcot ..	7,943
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Craft equipment—Stores—Supply to schools.—The introduction of craft centred Basic Education normally brought the necessity to supply craft equipment to schools. The nature of the equipment needed varied, with the craft taught. As it was found that articles of equipment were not readily available at all times, special arrangements were made to purchase them and stock them whenever they were available.

In 1947, the Sub-Committee of the Advisory Board recommended that Government should have a central equipment store from which schools could indent for their requirements and that the equipment might, with advantage, be manufactured in industrial schools and later on in the higher grades of basic schools. On the recommendation of the Director, Government approved (G.O. No. 2088, Education, dated 27th September 1947) the opening of two craft stores, one at Perianaickenpalayam and the other at Vinayasramam. These stores were to purchase and stock craft materials, such as charkas, taklies, etc., and supply them to basic schools as and when required. It was found later that there was much difficulty in

* Half grant given as a special case.

purchasing cotton, etc., and in disposing of yarn and other articles produced by Basic schools and that there was much delay on the part of local bodies in supplying cotton to basic schools under their control. The suggestion was, therefore, made that the Basic Training schools might stock sufficient equipment such as charkas and also cotton, lint and gut for the use of basic schools. Government approved the proposal. Besides the two stores sanctioned originally, thirty stores have been opened in Government Basic Training schools and in the Deputy Inspector's Office, Chidambaram (11 in 1948-49, 8 in 1949-50 and 12 in 1950-51). A sum of Rs. 10,000 was sanctioned initially to each of the stores at Perianaickenpalayam and Vinayasramam for purchase of craft equipment articles. The other stores were each provided with a sum of Rs. 5,000 towards purchase of equipment and a sum of Rs. 200 as permanent advance. The heads of the institutions were to make necessary provision in their budget for replenishing the stock of equipment. The two stores opened at Perianaickenpalayam and Vinayasramam were managed by store-keepers appointed for the purpose under the general control and supervision of the headmasters of the Basic Training schools concerned. On the transfer of the school at Perianaickenpalayam to the management of the Ramakrishna Mission, the general control and supervision of the stores was transferred to the Junior Deputy Inspector (Basic). Later the store was transferred to the Coimbatore Deputy Inspector's office. The other stores were under the control and management of the heads of Training schools.

Every Basic school was attached to a particular store from which the school had to get its supply. Heads of the stores were permitted to sell cotton, lint and guts to Basic schools for cash or against the value of the articles received from Basic schools which was to be fixed with reference to the rates prevailing in the local branch of the All-India Spinners' Association.

During 1951-52, Government approved the Director's suggestion that the supply of craft equipment to aided Basic schools and schools under local bodies may be regulated with reference to the need and eligibility of each school and that no separate equipment grant or subsidy on this score need be given to them.* The position, therefore, is reduced to one of Government undertaking the responsibility for the supply of all craft equipment (both consumable and non-consumable articles) to the extent to which an institution is eligible for (subject to a maximum of Rs. 300 per basic trained teacher on the average) through the craft equipment store opened in each Government Basic Training school.

* Previously schools had to obtain equipment on payment of cash and then get grant or subsidy for the expense incurred.

(d) Economic aspect of Basic Education.

The productive side of Basic Education has not developed to the extent possible and desirable. There were certain difficulties in the initial stages in the supply of craft equipment, etc. These have fortunately been now overcome. However some of the deficiencies in schools were chronic and hampered productive work. For example the space available for gardening was meagre in Basic schools. During 1951-52 only twenty-one schools had a garden space of one acre or more and 67 schools had space from 10 cents to one acre. The rest of the schools had either no garden at all or had only very little space. Naturally spinning continued to be the main basic craft in the schools and much income could not be expected. But this important aspect of Basic Education was not lost sight of during the quinquennium.

Government first wanted that monthly reports should be sent to them regarding the expenditure on craft and the earnings therefrom in Basic institutions. They directed that the report should give particulars regarding the kinds of articles produced in the institutions, their quantity and their value. Later Government agreed that it would be enough if the reports were sent to them three times in a year. The Director, however, continued to call for monthly reports from the inspecting officers.

The Sub-Committee of the Advisory Board at its meeting on 7th July 1950 recommended that the following details should be made available in regard to craft work :—

- (a) Total expenditure and per capita expenditure on craft equipment.
- (b) Expenditure on raw materials.
- (c) Value of finished products.
- (d) How the finished products are disposed off.
- (e) Amount of wastage.

A revised form for monthly craft report common to both Basic schools and Basic Training schools was prescribed, providing for information on the various items required by the Sub-Committee.

Certain minimum standards of earning from a pupil in each grade of a Basic school was prescribed early in 1950.

Every teacher should spin at least two hanks per week.

Consequent on the revision of syllabus for Grades I to VIII of Basic schools, fresh instructions were issued in January 1951 revising the forms prescribed previously. The per capita monthly net earnings expected through craft work in Basic schools were

prescribed as shown below (Director of Public Instruction's Proceedings C. No. 3-M/51, dated 5th January 1951):—

Basic schools.

	RS.	A.	P.		RS.	A.	P.
Grade I ..	0	1	0	Grade V ..	1	0	0
Grade II ..	0	3	0	Grade VI ..	1	8	0
Grade III ..	0	5	0	Grade VII ..	2	0	0
Grade IV ..	0	8	0	Grade VIII ..	3	0	0

Simultaneously, District Educational Officers were requested to scrutinize the monthly craft reports and see that the schools maintained proper standards. Headmasters were instructed to create an atmosphere conducive to productive work in the schools and infuse enthusiasm in the pupils in favour of productive work by themselves and the teachers participating in them actively.

Craft income and expenditure—Basic schools.

Period. (1)	Recurring expenditure. (2)			Value of produce. (3)			Net earnings. (4)		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
May to December 1948 ..	1,179	6	0	2,101	5	1	921	15	1
January to August 1949 ..	1,866	11	6	1,881	11	11	15	0	5
September to December 1949 ..	2,520	3	5	3,785	11	0	1,265	7	7
January to April 1950 ..	2,212	14	0	3,203	4	3	990	6	1
May to December 1950 ..	6,244	2	9	9,260	2	9	3,016	0	0

The net earnings (i.e., the total of the value of the stock on hand and the sale-proceeds minus the expenditure incurred on the purchase of raw materials), etc., was—

RS.	RS.
1,827 in 1948-49.	4,587 in 1950-51.
2,104 in 1949-50.	9,408 in 1951-52.

It has to be pointed out that self sufficiency has not been achieved so far.

Some difficulty has been experienced to find a ready market for the articles produced by children which cannot be expected to be of very good quality.

(e) Organization and administration.

Regulations.—Regulations in force in regard to size of classes, medium of instruction and scholarships and free places applicable to the ordinary Elementary schools were made applicable *mutatis mutandis* to Basic schools as well.

During 1950-51, classes in Basic schools were designated as grades.

Recognition of Basic schools.—Basic schools were recognized and admitted to aid under the rates applicable to the ordinary Elementary schools. Government Memorandum No. 84546-B-2/47, Education, dated 22nd December 1947, authorized the Director to grant exemption for a period of two years to Basic schools, having at least fifteen pupils from the rule relating to minimum attendance.

In the beginning, the conversion of ordinary Elementary schools into Basic schools was being approved by the Director (G.O. No. 1249, Education, dated 17th May 1948). After the appointment of Assistant Basic Education Officers, this power was delegated to the Divisional Inspectors (G.O. No. 2270, Education, dated 11th August 1950). Later it was felt that Divisional Inspectors were acting only on the advice of District Educational Officers and that it would save time if District Educational Officers were authorized to approve the opening of new Basic schools or the conversion of existing schools into Basic schools. Government in their Order No. 2001, Education, dated 25th July 1951, delegated the power to District Educational Officers.

As early as January 1948, Government stated that in localities where the system of Basic Education was introduced, managements of Elementary schools should not be allowed to maintain ordinary Elementary schools without the specific permission of the Director and that recognition granted to Elementary schools should be withdrawn if managements did not agree to convert their schools into Basic schools (G.O. No. 173, Education, dated 26th January 1948). The rules relating to Elementary schools were amended suitably. G.O. No. 2473, Education, dated 15th September 1951, empowered the Director to withdraw the recognition of schools if managements failed without adequate cause to depute teachers for retraining in Basic Education at the centres organized by Government.

Syllabus.—The syllabus published by the Hindustani Talimi Sangh, Sevagram, was approved by Government in their Order No. 2536, Education, dated 29th November 1947. Director's proceedings R.C. No. 1653 B-1/47, dated 17th February 1948, laid down that the syllabus for Grades I to V is to be covered by the pupil between the ages of $6\frac{1}{2}$ to $11\frac{1}{2}$ as shown hereunder :—

Grade number.	Age.	Corresponding standard in Elementary schools.
I	$6\frac{1}{2}$ to $7\frac{1}{2}$	II
II	$7\frac{1}{2}$ to $8\frac{1}{2}$	III
III	$8\frac{1}{2}$ to $9\frac{1}{2}$	IV
IV	$9\frac{1}{2}$ to $10\frac{1}{2}$	V
V	$10\frac{1}{2}$ to $11\frac{1}{2}$	VI

The present Standard I in Elementary schools corresponds to the pre basic stage of children below 6½ years of age.

It was ordered that Standards I to V in Basic schools should follow the syllabus of the various grades as indicated below :—

- Standard I Pre-basic syllabus.
- Standard II Syllabus for Grade I.
- Standard III Syllabus for Grade II.
- Standard IV Syllabus for Grade III.
- Standard V Syllabus for Grade IV.

At this stage, Basic Education in the State was confined to Standards I to V only. By 1950 it was decided to develop Basic schools into 8 grade schools (Senior Basic) and the adoption of the syllabus for Grades I to VIII published by the Hindustani Talimi Sangh was approved in G.O. No. 2829, Education, dated 13th October 1950.

The need for a revision of the Wardha syllabus to suit the Madras State was generally felt, but could not be done during the quinquennium. The Wardha syllabus is a combination of syllabus for pupils and instruction to teachers. In this State, these two have always been kept separate. A syllabus for schools and hand-books to guide the teachers in their work of implementing the syllabus are necessary.

Text-books.—The question of Government publishing text-books for Basic Education was taken up during the quinquennium. The present system of prescribing for educational institutions, text-books published by private agencies was considered unsatisfactory and it was proposed to take up the task of publishing text-books so that the best material would be given at the lowest cost.

Orders were issued in G.O. No. 368, Education, dated 25th February 1948, sanctioning the appointment of a Special Officer (Sri T. P. Santhanakrishna Naidu) in the office of the Director of Public Instruction, Madras, for a period of six months to take up the organizing and writing of text-books in Basic Education both in Tamil and Telugu. Guide books were also to be prepared to make the teachers understand the full implications and create in them the proper attitude for Basic Education.

The Special Officer took charge on 1st March 1948. By August, one guide book was produced, the second was ready for the press and a third was under preparation. In G.O. No. 2145, Education, dated 21st August 1948, the post was continued for a further term of six months. The post was again continued for two more terms of six months—vide G.O. No. 583, Education, dated 26th February 1949 and No. 698, Education, dated 25th August 1949. But most of the time of the Special Officer was taken up with the preparation of the reorganized courses of studies for Secondary Education.

G.O.No. 1336, Education, dated 26th May 1948, approved the proposal of the Director to entrust translation of the following books into Tamil and Telugu to suitable persons :—

- 1 Samagra Nai Tal.m—Hindi.
- 2 The latest Fad—Basic Education—English.
- 3 Takli—Hindi.
- 4 Zakir Hussain Committee report—English.

Still the problem of the absence of the proper reading books (text-books) for Basic schools in the State continued. To an enquiry in April 1948, from the management of an Aided Basic Elementary school about text-books, the reply, that text-books approved for ordinary Elementary schools might be followed, had to be given (Dis. No. 2782/48, dated 4th June 1948). In pursuance of the proposal to prepare text-books, Government sanctioned the employment of one editor and one sub-editor for a period of one year from 1st August 1948 for the preparation of reading books in Tamil. The headquarters of the staff was at Perianaickenpalayam and they worked under the guidance and control of the headmaster of the Basic Training school at the place. In G.O. No. 2363, Education, dated 25th October 1948, sanction was accorded to the employment of one editor and one sub-editor for a period of one year for the preparation of reading books in Telugu. The posts were filled in July 1949. The Telugu editor was transferred to Perianaickenpalayam so that the two editors might sit together and work. The Editorial staff translated the revised syllabus and prepared six reading books in Tamil and Telugu for use in Grade I. They were placed before the Advisory Board of Basic Education. Since the books did not come up to the required standard, the Board recommended that an Editorial Committee consisting of certain members might be constituted to take up the work of producing necessary literature on Basic Education. The posts of editors in Tamil and Telugu were abolished because they could not do much useful work due to the original nature of the work. The responsibility of producing Basic Education literature was spread over the entire group of Basic Education workers so that the experience gathered in all centres might be pooled and utilized. The Government sanctioned the constitution of the Committee in G.O. No. 1500, Education, dated 28th May 1951. The Committee met once in January 1952. Sub-Committees were formed. Their reports are awaited. The absence of suitable books continued to be a problem till the end of the quinquennium.

Pamphlets.—In 1949 a pamphlet giving the history and progress of Basic Education in State with statistical information and bibliography was published.

Another pamphlet on Basic Education giving information useful to teachers and the public was prepared by Miss Sykes. This was also published by Government.

Admission of pupils passing out of Senior Basic schools into Secondary schools.

The Advisory Board of Basic Education at its meeting held on 17th January 1951 made the following recommendations :—

“ (i) that English might be taught as an optional subject in Senior Basic schools ;

(ii) that pupils at the end of the school course need not take a public examination ;

(iii) that pupils who completed the Senior Basic schools course might be awarded certificates by the staff of the school ; and

(iv) that such pupils should be eligible for admission into Form IV of a Secondary school whether they had studied English or not.”

English, finding a place in the Basic school, was an important change. In G.O. No. 1669, Education, dated 15th June 1951, the Government accepted the recommendations. They stated that parents or guardians of the pupils should be definitely told that if pupils who did not take English as an optional subject in Basic schools joined Form IV at their own risk, i.e., they would not be promoted to Form V unless the standard of English at the end of Form IV was equal to that of an ordinary Form IV student, and that they should make their own arrangements for special coaching in English.

Later in G.O. No. 2546, Education, dated 24th September 1951, Government directed that pupils who passed out of Senior Basic schools should be admitted into Form IV of a Secondary school only if the headmasters of Senior Basic schools certified that the pupils were fit to be admitted into that form and that they had undergone a course in English in the Senior Basic school. Senior Basic schools were allowed to draw up their own syllabus for teaching English to their pupils. A little later, Government on the recommendation of the Advisory Board, stated that the syllabus in English in Forms I to III of Secondary schools might be adopted for Grades VI to VIII (Government Memorandum No. 42131-C/51-1, Education, dated 6th December 1951).

Basic Education Advisory Board.—Along with the introduction of Basic schools an important step taken in furtherance of the new policy was the institution of a Basic Education Advisory Committee to advise Government on all matters connected with Basic Education.

Early in 1949 the Provincial Advisory Board of Education was reconstituted with various sub-committees to deal with the different branches of education. The Basic Education Board was abolished and a sub-committee of the Provincial Advisory Board was set up instead for Basic Education.

The question of having a separate Advisory Board for Basic Education and vesting it with full powers of administration and control of Basic Education was examined in 1949. It was eventually decided to have a separate and enlarged Board for Basic Education but only with advisory powers.

In G.O. No. 3391, Education, dated 5th November 1949, Government passed orders constituting a separate Board of Basic Education instead of a sub committee of the Provincial Advisory Board of Education to advise the Government on all matters connected with Basic Education. The Basic Education Sub-Committee constituted under G.O. No. 221, Education, dated 20th January 1949, was dissolved and an Advisory Board constituted with 24 members and the Hon. Minister for Education as Chairman and the Basic Education Officer as Convenor. The Advisory Board met in June 1951. The Sub-Committee of the Advisory Board met twice in July 1950 and in December 1950.

When the post of the Basic Education Officer was abolished and a post of the Deputy Director of Basic Education was created, the latter was made its convenor. Sri Aryanayakam and prominent workers in the field of Basic Education as well as Heads of Departments like the Director of Agriculture, Joint Director of Industries, Provincial Firka Development Officer, besides the Director of Public Instruction were members. The Board was to meet ordinarily once in four months. The non-official members were appointed for three years.

The Administrative staff for Basic Education.

Basic Education Officer.—The post of a Basic Education Officer for Tamilnad on a pay of Rs. 160 per mensem was sanctioned in June 1947 (G.O. No. 9817, Education, dated 3rd June 1947). Sri R. V. Rudrappaswami was appointed to the post. The headquarters of the officer was fixed in Madras in the office of the Director of Public Instruction. The Government laid down the duties of the Basic Education Officer as follows:—

(i) To advise the department and the Government on questions relating to Basic Education and to act as the Secretary of the Advisory Board of Basic Education;

(ii) to help in the organization, co-ordination and supervision of Basic Training schools (this will include details like syllabus, courses of studies, etc.);

(iii) to collect and distribute craft materials—

(a) to purchase at the proper season and stock lint, gut, etc.;

(b) to arrange for the supply of craft materials to Basic Education institutions;

(c) to visit Basic Education institutions and check the accounts and reduce wastage;

(d) to arrange for the sale of craft products collected from Basic Education institutions.

In October 1947, the post of Basic Education Officer for Andhra Desa was sanctioned on a scale of pay of Rs. 165—245 to advise the Department and the Government on questions relating to Basic Education in the Andhra Desa. The duties of the Officer were similar to those of the Basic Education Officer at headquarters

Both these posts were gazetted, the post in Tamil area as per G.O. No. 1331, Education, dated 26th May 1948 and that for Andhra Desa in July 1949, first on a fixed scale of pay of Rs. 230 and subsequently on the regular time-scale of pay.

In G.O. No. 2553, Education, dated 25th September 1951, the Government approved the Director's proposal and sanctioned the conversion of the post of Basic Education Officer, Tamil Nad, in the Madras Educational Service into that of a Deputy Director of Public Instruction (Basic Education) on the scale of pay of Rs. 600—100/2—1,000. Dr. M. D. Paul was appointed as the Deputy Director of Public Instruction.

Inspection of Basic schools.—To supervise and inspect the Basic schools in the Coimbatore belt area, the Director recommended the post of a Junior Deputy Inspector of Schools. G.O. Ms. No. 2088, Education, dated 27th September 1947, sanctioned a Junior Deputy Inspector for the Coimbatore Basic schools. Two more Junior Deputy Inspectors were sanctioned in April 1948—one to supervise the Basic schools in Andhra Desa and the other, those in Cuddalore.

The Director reported in April 1951 that since Basic trained Deputy Inspectors were available, there was no need to continue the special posts of Junior Deputy Inspectors of Schools as such. The proposal was to post Basic trained Deputy Inspectors to areas where there were Basic schools. However, the continuance of three posts of Junior Deputy Inspectors for inspecting the ordinary Elementary schools was asked for and the Government in G.O. No. 1387, Education, dated 17th May 1951, approved the continuance of the posts as Ordinary Junior Deputy Inspectors.

Because the work of the Basic Education Officer had increased considerably, the need to give him the assistance of competent persons who could visit Basic Education centres and carry out his instructions was felt. Two posts of Assistant Basic Education Officers were sanctioned in February 1950 on a scale of pay of Rs. 165—245 per month (G.O. No. 621, Education, dated 27th February 1950). At first the headquarters of the Assistant Basic Education Officers were fixed at Coimbatore and Cuddalore and it was ordered that they should work under the direct control of the Basic Education Officer, Madras. Subsequently the headquarters of the Assistant Basic Education Officer, Cuddalore, was shifted to Madurai.

The duties assigned to the Assistant Basic Education officers were—

- (i) Inspection of Basic Training schools;
- (ii) Visits to existing Basic schools and follow up work, providing necessary buildings, equipment, staff, etc.;
- (iii) Selection of new centres for opening Basic schools and Basic Training schools;
- (iv) Co-ordination of programme of work between the various institutions by arranging for teachers' meetings, exhibitions, etc., and by collecting data for publication of Basic Education literature;
- (v) Publicity.

By the end of the quinquennium the Basic Compact areas were mostly placed in charge of Basic trained Deputy Inspectors, Non-Basic teachers found here and there in Basic schools were gradually replaced.

The administration of Basic Education in the districts continued to vest with the District Educational Officers.

The Fifth All-India Basic Education Conference was held at Perianaickkenpalayam on the 7th, 8th and 9th May 1949 under the Presidentship of Dr. Zakir Hussain, President of the Hindustani Talimi Sangh. This gave a great impetus to the progress of Basic Education in the State and it enabled the workers in the field of Basic Education to come into contact with experienced men and workers who have been working the scheme successfully in other States. For the All-India Basic Education Conferences held in the different years outside the State, a number of delegates of the Education Department were deputed to attend.

Convention of Basic Training School Headmasters.—The need to convene a convention of the Heads of Basic Training schools in the State to discuss the various problems relating to Basic Education and to evolve a workable formula to develop Basic Training schools on proper lines, was felt. The first convention was held at Keelamoongiladi in the middle of October 1949. The recommendations of the Conference were considered by the Government and orders were issued in G.O. No. 198, Education, dated 25th January 1950, approving most of the recommendations.

Regional Conferences in 1951-52.—The Advisory Board of Basic Education recommended the holding of regional conferences of Basic Education workers at convenient centres once a year so that at this preparatory stage, the staff of Basic Training schools and Basic schools and the inspecting officers-in-charge of Basic Education might come into touch with one another and co-ordinate their work. On the Director sponsoring this, Government accepted it and directed that three such conferences be held in 1951-52, one for Telugu districts, one for the Madurai Division and the third for the Coimbatore Division (G.O. No. 1450, Education, dated

23rd May 1949). The three regional conferences were held at the following places :—

Kurukathi, Madurai Division	..	14th to 16th November 1951.
Pentapadu, Andhra Desa	..	22nd to 24th November 1951.
Palghat, Coimbatore Division	..	19th to 21st December 1951.

The Basic Education Officer, Kakinada, and the Assistant Basic Education Officers at Madurai and Coimbatore organized the Conferences. The Deputy Director for Basic Education attended all three Conferences. Two teachers from each Basic Training school, the Headmaster of a Basic school in each Basic Training school area, basic trained Deputy Inspectors and District Educational officers were allowed to attend the Conference. One hundred and ninety-nine delegates attended the three conferences. These Conferences provided opportunities for the workers in Basic Education to go into details, review the work and formulate plans for development.

Problems.—The number of Basic schools in existence at present is very small compared with non-Basic schools. The chief difficulty has been the non-availability of Basic Trained teachers of the right type with the zeal required to implement the scheme satisfactorily. Private agencies (aided schools) have not come forward to start Basic schools in large numbers. Labour, municipal and panchayat managements have not taken to Basic Education. District boards alone have been compelled to convert some of their schools in the Basic belt and Firka Development areas. In some areas they have shown reluctance.

All teachers trained in Basic Education have not been absorbed in Basic schools, because a sufficient number of schools have not been converted into Basic schools. A good number of Basic Trained teachers are working in non-Basic schools.

Although the principle of activity centred education has been accepted by all, in the actual practice of it, a number of difficulties have cropped up. The equipment and facilities like garden space and water-supply now available in schools are not adequate for progressive educational schemes. The personnel now available are also yet to fit themselves more efficiently and develop a wider outlook before they could succeed in coping with practical difficulties and greater demands of a good educational programme.

The public too have not taken to Basic Education quite as enthusiastically as expected and the entire position therefore, it seems, has to be consolidated before any further step could be taken.

CHAPTER V.

SECONDARY EDUCATION.

General.—Schools for Secondary Education in the State during the quinquennium were of the following types:—

- (1) High schools (Indian), Classes I to V and Forms I to VI.
- (2) Middle schools (Indian), Classes I to V and Forms I to III.
- (3) High schools (Anglo-Indian), Standards I to XI.
- (4) Middle schools (Anglo-Indian), Standards I to IX.
- (5) Matriculation schools recognized by the University of Madras, classes I to V and Forms I to VI.

(6) Public schools—Kindergarten, Transition, I to IX classes. Indian Secondary schools had all or some of the classes in the primary stage or had classes from Form I only. At the end of the VI Form course, the students had to take the S.S.L.C. Examination conducted by the Commissioner for Government Examinations. Schools were classified either as boys' schools or girls' schools:

Boys above the age of 12 were not to be admitted into girls' schools and in no case were they permitted to study in the upper forms of any girls' school. Girls could be admitted into boys' schools in areas where there were no girls' schools, but the managements had to make adequate arrangements for the necessary conveniences and where there was an appreciable enrolment of girls, the managements were to appoint wherever possible, women teachers.

The Matriculation schools sent up candidates for the Matriculation Examination conducted by the Madras University. Details regarding Anglo-Indian schools are given in Chapter XI (b). The Lawrence School, Lovedale, Nilgiris, run by the Central Government was organized as a public school open to boys and girls.

(a) *Reorganization and Improvements made.*

With the rapid increase in enrolment in secondary schools the need for making Secondary Education more broad-based so that the studies in these schools will be related in the varying abilities, and aptitudes of all those who seek enrolment was seriously taken up.

The Government in a Press Communiqué issued in June 1937 made comprehensive proposals of a far reaching nature to alter the existing structure of Secondary Education. These proposals included the lengthening of the High School stage by one year, the bifurcation of the High School course after Form IV, the institution of various forms of practical training in the bifurcated courses, etc. The Universities were therefore consulted and the final decisions of Government were issued in a Press Communiqué, dated 2nd July 1940. Government accepted the idea of bifurcation

of Secondary School course at the end of Form IV into a Pre-University side and a vocational side. The main purposes were, firstly to enable students after their High school courses 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 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 that time, and as the syllabuses for the various subjects had to be got ready, the scheme was not proceeded with till 1948 when the reorganization of the secondary education which was long overdue was actually effected by the reorganization of the then existing schemes on the lines indicated in G.O. No. 1394, Education, dated 29th May 1948, as modified in subsequent Government Orders. This was done only after considering the recommendations of the Board of Secondary Education and the Provincial Advisory Board of Education.

The introduction of these vast changes marked not only a change in the content of education but was also a change in the outlook of education.

The scheme of reorganization introduced in 1948-49 in Forms I to IV was continued during succeeding years in the next higher forms and the first set of pupils under the new scheme was presented for the S.S.L.C. Public Examination in 1951. The main aspects of reorganization are:—

1. *The introduction of crafts as basic activities in the Middle School stage.*—The aims of craft teaching are (1) to give vocational bias to such of those children as may intend going to trade schools or taking up some vocation at the end of the Middle School stage and (2) to exploit the possibilities of craft for the purpose of education, by teaching all subjects as far as possible correlated with the craft. Handloom weaving, woodwork, gardening and agriculture are the basic crafts for boys and home craft the basic craft for girls.

Thus the reorganization scheme provided a difference in the curriculum for boys and girls' schools. With a view to making the training in girls' schools more purposeful "Home Craft" has been made the basic craft. It is intended to give them practical training while it is not the intention to prevent any girl from taking the subjects that she wishes to take up, when she goes for higher studies. This aspect seeks to give all girls some training in home keeping.

Hobbies and practical activities in the High school classes.—As a continuation of the basic craft, provision was made for choice of hobbies or other practical activities by the pupils in Forms IV to VI. These new introductions have been a little puzzling to some. But the majority of the schools and teachers have come to realize that this is essential for the pupils to get over their poverty in practical skills and the variety of interests that they have.

Attempts were therefore made during the quinquennium to make suitable provision in schools for giving pupils some facilities for developing their skills and enlarging their interests.

School boys were found to develop varied interests, in simple mechanics or in simple constructions, and in art and music. With proper facilities, pupils will develop the hobbies and interests which enrich their personality.

The following subjects were permitted under "Hobbies and practical activities" (I. Proceedings, C. No. 550 E-149, dated 19th March 1949):—

(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., (i) Bee-keeping; (ii) Poultry farming; (iii) Farming; (iv) Gardening; (v) Dairy farming; (vi) Leather work; (vii) Fret work; (viii) Lino cut; (ix) Rattan work; (x) Carpentry; and (xi) Photography.

Under the reorganized Scheme of 1948, education given in Forms I to III was expected to be a natural continuation of the principle of Basic Education accepted in the elementary education stage, and its curriculum was to be built round a basic craft with which the other subjects were to be correlated as closely as possible. In fact this building-up of the curriculum in correlation with the several school activities of educational interest and a main or basic craft as the chief activity was the most significant feature of the 1948 Scheme. In other words the teacher was no longer to regard the subject he taught as an isolated and unconnected unit, having nothing to do with the other subjects of the syllabus. The teacher was also to bear in mind that correlation was to be natural and spontaneous and that it was very important to see that correlation was not forced or artificial.

With regard to the subjects included under hobbies and practical activities, no syllabuses were issued and the heads of schools were advised to frame suitable syllabuses in the subject or subjects selected by them.

2. *Craft equipment grant.*—For the introduction of crafts in Secondary schools under the Scheme of Reorganization a minimum amount of Rs. 500 was fixed as expenditure, out of which half of the sum, viz., Rs. 250 was paid as Government grant to all non-Government secondary schools which duly made the application.

Citizenship Training was introduced and made an integral part of the school curriculum up to Form IV and an optional part in Forms V and VI. While this consisted of the main elements of scouting, it sought to direct such activities to educational purposes. Most of the general school activities were comprehended under this training syllabus.

The aim of citizenship training was to enable the pupils to acquire social awareness, to develop leadership and orderliness to gain experience in planning, organizing and carrying out pupil's activities on democratic lines, to help them to appreciate the dignity of labour ; to encourage healthy leisure time activities, to imbibe the spirit of service ; in short to provide facilities to train them to be efficient and useful citizens.

The Director wanted (vide Proceedings No. 1201-B1/48, dated 18th June 1948), that the teaching of Citizenship Training should be placed in the hands of specially trained teachers. Inspecting Officers and Teachers, associations were requested to organize training courses in addition to those conducted by the Special Officer.

Thus training courses came to be organized from time to time by the Department in suitable places, besides conducting of shorter training courses of four days' duration for the benefit of headmasters and headmistresses.

With a view to facilitating the training of teachers rapidly, Instructors' Training Course for Citizenship was given to selected members of the school staff and Training College lecturers so as to enable them to organize similar courses for the benefit of teachers and pupils. During the years 1948 to 1952, (1) twenty-seven courses were conducted and 1,844 men teachers were trained ; (2) eighteen courses were conducted and 998 women teachers trained ; (3) twelve courses were conducted and 710 headmasters and headmistresses were trained ; (4) four courses were conducted and 152 Instructors were trained ; (5) Principals themselves organized courses for B.T. and B.Ed. students. In addition to the above mentioned courses conducted by the department, District Teachers' Guilds, Teachers, Associations and District Boards were permitted to organize training courses in Citizenship Training. The number of teachers trained by private agencies during the three years 1950-51 to 1952-53 is 1,021.

Citizenship Training for Teachers, 1951-52.—A special training course for Citizenship Instructors was conducted at Kodaikanal during summer for fortysix instructors. Two hundred and ninety-six headmasters of high schools in the State were given Citizenship Training. Fourteen Citizenship Training Courses (8 for men and 6 for women) were conducted during the year for Secondary School teachers at which 744 teachers (515 men and 229 women) were trained. Teachers who underwent training in Citizenship courses organized by the department were paid a contribution of Re. 1 per day for food expenses, out of State funds. As regards travelling allowance all the teachers working in Government as well as non-Government schools were eligible for travelling allowance as per Madras Travelling Allowance Rules.

So far as the courses run by the Guilds were concerned, stipends at the rate of Rs. 6 per course was paid to the teachers besides the

payment of single third-class railway fare for the to and fro journey. The managements of the school in which the various teachers were working were permitted to include this item of expenditure for purposes of grant and include them in the financial statements of the schools concerned. With a view to giving emphasis to socially useful manual labour, syllabus in Citizenship Training was revised in 1952,

3. *Social studies*.—A new meaning has been given to the study of social subjects. Previously the various subjects such as Civics, History and Geography were studied as separate subjects without proper correlation with one another and without any appreciation of the inter relatedness of the elements of one's environment. Purpose and unity have been introduced into these subjects by integrating them into one background subject under the title 'Social studies'. One of the reasons for the introduction of this new syllabus was the realization that the older syllabuses of History and Geography were not holding the interest of the pupils nor preparing them for intelligent well informed Citizenship in a rapidly evolving social order.

The main objectives of Social Studies are—

(1) To aid pupils to the fullest practical understanding and appreciation of our social order and to the realization of the ways and means by which the individual, first as a pupil and later on as an adult may participate effectively in that order.

(2) To help pupils to understand the story of civilization and how the world today is the result of development through the ages and to build up a social awareness, a sense of responsibility and an understanding of human relationships.

The syllabus also provides for social training and social activities. Abundant opportunities are offered for active learning, personal achievement, participation in group work and in general, for the development of the self through the exploration of the environment. The Director of Public Instruction in his Proceedings Rc. No. 1201 B1/48, dated 18th June 1948, wanted the teaching of Social studies to be entrusted to teachers of wide experience and comparatively wide range of general knowledge. The teaching of this subject, it laid down, should be as practical as possible. A guide book to teachers on the teaching of this subject has also been issued by the Department.

4. *Abolition of optionals in High school classes*.—The Government directed that optionals be abolished in High school classes with effect from 1949-50 as the re-organized courses were introduced in Form IV during 1948-49.

In G.O. Ms. No. 2292, Education, dated 15th July 1949, Government, however, approved the teaching of Algebra and Geometry, as an additional subject of study in Forms V and VI for the benefit of those students who have special aptitude for Mathematics and who wish to take up Mathematics and

Science for their Intermediate course. It was left entirely to the option of a student to take this subject or not. Separate papers were to be set in the subject at the Public Examination in addition to the usual paper in Mathematics. The syllabus for the subject was the same as that prescribed for "Algebra and Geometry" under Group C of the S.S.L.C. Scheme of 1929.

By G.O. No. 2121, Education, dated 27th July 1950, the scheme of pupils being permitted to offer either "Ordinary" or "Composite" mathematics was introduced in Form V during the year 1950-51.

There has been much criticism against the dropping of optional subjects. In this connection it is useful to record the following reasons at least for giving up the optional system in the 1948 Scheme :—

(a) For schools which provide bifurcated courses, the provision of optional subjects in the academic course will make the organization rather complicated.

(b) The "One Optional" system is inadequate and misleading. For example a pupil who chooses "Physics" as his optional would not be fit to take up Physics for higher courses in the University.

(c) If more than one optional subject is to be provided, the course will be too heavy unless one or two subjects are dropped. Unfortunately the standard of attainments in the General subjects at the Fourth form stage at present is too low for any subject to be dropped from the High School Course.

The General Science syllabus has therefore been improved by the addition of portions from the optional course and the introduction of practical work in Science for all high school pupils.

5. *Introduction of the bifurcated courses.*—The introduction of the pre-technological courses of Engineering, Agriculture, Textile Technology, the Secretarial and the Aesthetic courses of Drawing and Painting, Music and Dancing, and Domestic Science at the IV form stage and of Teaching Practice at the V form stage as bifurcated courses, as alternatives to the purely academic course is another very important feature of the reorganized Scheme.

The number of schools offering each of the Diversified Courses of study on 31st March 1952 is given below :—

	Schools for	
	Boys.	Girls.
Engineering	35	..
Agriculture	19	..
Textile Technology	1	..
Secretarial	61	1

	Schools for	
	Boys.	Girls.
Domestic Science .. ..	..	23
Music and Dancing	2	2
Drawing and Painting	1	2
Teaching Practice	16	3
Total ..	135	31

The introduction of these bifurcated courses of studies in selected high schools started with Form IV in 1948-49.

To enable local bodies and managements of aided schools to meet the extra cost involved in the organization of the new courses, the Government decided that Teaching Grant, should, as a special case, be calculated at three-fourths of the net cost of running the courses during the preceding financial year subject to a maximum of Rs. 2,100 for Secretarial, Rs. 4,000 for Engineering, Rs. 2,500 for Agriculture and Rs. 1,450 per annum for the other courses except Teaching Practice which is to get only the usual grant to each school for a period of five years from the introduction of the courses. The procedure laid down in Chapter IX of the Grant-in-aid Code in regard to the payment of equipment grants to secondary schools was dispensed with in respect of schemes for the purchase of equipment required for the introduction of the bifurcated courses. The equipment prescribed for the courses in the syllabus was to be purchased within a period of two years from the introduction of the course. A grant not exceeding half the maximum admissible for the course based on the three-fourth approved cost was paid during each of the two years on the production of vouchers and invoices for the purchases made, after verifying the supply. The maximum for the Engineering Course was Rs. 7,350 and Rs. 5,700 for the other courses (vide G.O. No. 3754, dated 7th December 1949). Thus it may be seen that while at the middle school stage there is little or no provision for choice of subjects for study, with the first year of the High School Course, i.e., in the Form IV, opportunities for selection of subjects which suit the aptitudes is afforded by the provision of the various bifurcated courses, side by side with the Academic or pre-University course in one and the same school.

The High schools of the State, during the Quinquennium, therefore, came to serve a double purpose. They prepare students for the University and they also provide a large number of other courses with practical training for business, industry, agriculture or the teaching profession, without at the same time barring such students from obtaining eligibility to the University Courses, provided the minimum standards in the subjects prescribed for such courses is obtained in the S.S.L.C. Public Examination.

The Pre-technological Courses have been so devised as to enable the student to reach any one of the following three levels in a profession on completion of the S.S.L.C. Course :—

(1) to take up an apprenticeship and work as a skilled craftsman or

(2) to enter a Polytechnic and on completion of the Diploma Course to enter the supervisory cadre in the profession, or

(3) to enter the University and obtain a degree qualifying for the administrative cadre.

The Secretarial Course.—Seeks to qualify a student to be an efficient Secretary, Clerk or Office Assistant. This is also the primary basic qualification for recruitment as Lower Division Clerks by the Public Service Commission.

Aesthetic and Domestic Courses.—Chiefly intended for girls who do not wish to seek a career on the completion of the Secondary School Course.

Teaching practice.—Students admitted to this course may, after successfully completing their S.S.L.C., enter a shortened Secondary Grade Training Course of one year duration and qualify themselves for Secondary Grade Teachers' posts.

A table showing the curriculam of studies in Forms I to VI according to the re-organized Scheme is given in Appendix I.

6. *Audio-Visual Aids.*—Recognizing the large and important part played by modern audio-visual aids, in the education of children, a 16 m.m. projector, a film strip projector and a radio have been prescribed as the minimum equipment to be provided in schools for the purpose.

[A full account of the Visual Education Scheme in the State is given in Chapter XI (t)].

7. *National Cadet Corps.*—During the period, National Cadet Corps (Junior Division) also came to be introduced for the first time in the High schools. The number of High schools with N.C.C. Junior Division troops was 72 on 31st March 1952. The number of sanctioned troops on 31st March 1952 was as noted hereunder.

Army Wing	..	..	..	126
Naval Wing	..	..	..	6
Air Wing	..	..	..	3
				3
			Total ..	135

[A detailed account of the National Cadet Corps in the State is given in Chapter XI (j).]

8. *Position of the various languages.*—(a) Under the Reorganized Scheme of 1948 English was to be taught compulsorily from Form II to Form VI instead of Form I, as the third language. The Government, however, reconsidered the question and passed orders in G.O. No. 1531, dated 13th March 1949, that English should be taught from Form I.

(b) Hindustani was to be taught in Forms I to III instead of in Forms II to IV. Hindustani or its alternative was made the second language. The study of Hindustani or its alternative in Forms I to III was to be compulsory in the Andhra, Kerala and Karnataka regions but optional in Tamilnad.

(c) That throughout the Secondary School Course, the regional language should be the first language, Hindustani or its alternative the second language, and English the third language.

The distinction made between Tamilnad and the rest of the regional areas in the study of Hindustani was criticised. It was said that there should be no distinction between the various regions of the Province for the study of another Indian language as the second language, since there might be many pupils in the region whose mother tongue is other than the regional language and that they should have an opportunity to study their own language in addition to the regional language.

The Government considered the objections and decided that the distinction between Tamilnad and the other parts of the Province should be removed² and that the second language group should include in addition to Hindustani, Sanskrit, Arabic, Persian or Urdu or any other Indian language. Students were allowed the option to take Hindustani or any Indian language or any classical language. The study of Hindustani or its alternative was made compulsory throughout the Province.

In Forms IV to VI, pupils were given the option to study in addition to the regional language a second language such as Hindustani, or Persian or Sanskrit or Arabic or Urdu or any other language. In the case of such students the regional language was to be taught for four periods in a week and the other selected language for four periods and those who wanted to take the regional language alone were to take eight periods in that language. Pupils were permitted to study a language different from the one studied by them in Forms I to III provided their attainments in that language were up to that standard. Once the option was exercised pupils had to appear for the examination in that language. Students who offered Urdu were to learn the Nagari script also at both the stages of Forms I to III and Forms IV to VI.

¹ G.O. No. 1394, Education, dated 29th May 1948.

² G.O. No. 1643, Education, dated 22nd June 1948.

In G.O. No. 3167, Education, dated 14th October 1949, the Government constituted an Expert Committee to go into the question of the study of Hindi and other languages under the 1948 Scheme. The recommendations of the Committee were placed before the Provincial Advisory Board of Education also, and the Government decided that henceforth only three languages should be studied during the Secondary School stage.

First language.—Instead of the Regional language being the compulsory first language any Indian language whether it be the regional language or mother tongue or classical language may be studied as the first language from Forms I to VI for six periods a week.

Second language.—Hindi language being taught conversationally in Form I and the script from Form II for two periods a week.

Third language.—English, Forms I to VI for six periods a week. This change was ordered to be introduced from 1950-51 commencing from Form I and given effect to progressively. Subsequently it was ordered that the changes should be held in abeyance during the year 1950-51.

Government considered the question further and decided (G.O. No. 2121, Education, dated 27th July 1950) that henceforth provision should be made for the study of languages in Secondary schools as shown below :—

(i) *First language.*—Mother tongue or Regional language consisting of two parts, of which the study of Part I will be compulsory. Students will be allowed to choose either Part II of the mother tongue or Regional language or a Classical language or any other language instead.

(ii) *Second language.*—English compulsory.

(iii) *Third language.*—Hindi optional.

Those who do not choose Hindi will be allowed to learn an additional craft or any other approved activity. Two periods are allotted for the study of the language or craft. G.O. No. 2121, Education, dated 27th July 1950, ordered the introduction of the above changes in the study of languages from the school year 1950-51 commencing from Form I and to be given effect to progressively every year up to Form VI.

The revised scheme was brought into force compulsorily in Forms I to IV in 1951-52 and the first S.S.L.C. Examination under this scheme will be held in 1954. (Government Memorandum No. 13472-B/51-1, Education, dated 24th April 1951.)

9. *Revised syllabus in English.*—Another important change was the introduction of a revised syllabus in English for Forms I to VI. English is to be taught as a foreign language and the syllabus aims at complete mastery (understanding, speaking, writing and reading) of 2,000 words vocabulary, and of the phrases and idioms, commonly associated with these words.

With regard to the study of English there was a feeling of regret throughout the State that the standard has fallen considerably and that proper steps should be taken to maintain a higher standard and to make the teaching more effective and successful (G.O. No. 949, Education, dated 16th April 1951). Government approved the Director of Public Instruction's proposal to conduct three refresher courses each of two weeks' duration during May—June for not more than thirty teachers for each course and to utilize the services of an expert from England for the conduct of the course. Sanction was accorded to incur an expenditure of Rs. 1,500 on the payment of remuneration to the expert.

The three Refresher Courses were held in the premises of the British Council, Madras, during September and October 1951 and conducted by Mr. Billows, Linguistic Adviser to the British Council.

1948 *Scheme—Conclusion.*—The aim of the reorganization of Secondary Education in 1948 was not only the general one of making the courses more useful and practical but also one of preparing students for life, by introducing character training through activities, along with the imparting of knowledge in schools.

The second aim was to provide suitable courses for the students whose talents and aptitudes required other than academic studies for their full development.

The Director of Public Instruction in a circular ¹ tried to impress on the Heads and teaching staff of institutions and the managing and inspecting agencies that activities are to be as much an essential part of the new scheme as the curriculum prescribed and the syllabuses in the several subjects. The Director wanted the activities referred to in his circular to be organized in all forms. Many of these activities were regarded in the past as "extra-curricular" and as such they were given no proper place, presumably for the reason that they had no examination value. But as the new scheme attached high value to the day-to-day school work and to all school activities, no distinction was to be made in future between curricular and extra curricular activities and all activities were to form an integral part of the curricular work and opportunities were to be provided for all pupils to participate in them. The members of the staff were 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.

Instructions were given to teachers by the Department 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.

¹ Proceedings C. No. 388 J/48, dated 8th April 1948.

The constitution of the pupil body of every school as a responsible self-governing community acting on the advice and under the guidance of teachers as counsellors was regarded as important a requirement in the work of the school, as the covering of a theoretical syllabus for instance in History or Civics and the passing of a large proportion of pupils in a written examination. School committees had to be appointed and made responsible for the carrying out of such responsibilities as :—

(1) punctual and regular attendance, (2) orderly and graceful movement, (3) observance of personal hygiene and general school sanitation, (4) daily school assembly, (5) issue and collection of library books, (6) conducting a school magazine, (7) school debating society, (8) school dramatic and entertainment society, (9) school excursions and camps, (10) school exhibitions, (11) school social service, (12) school garden, (13) school museum and other activities. All these were to be planned as continuous, purposive activities, as the basis of or correlated with formal lessons; as far as such foundation or correlation was naturally possible.

The cardinal principles of the Reorganized Scheme of 1948 were the ones emphasising the fact that “complete living” rather than college admission or mental discipline, was the end of education. The principles were “health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure and ethical character”.

(b) *Schools and enrolment.*

Classification of Secondary schools according to managements : Recognized Secondary schools were public institutions open to all classes and communities and were of two classes : (i) Those under the management of Government or Local Board, or Municipal Councils known as institutions under public management and (ii) those under the management of private persons or associations known as institutions under private management.

Public institutions under private managements were classified as aided or unaided, as they did or did not receive aid from public funds.

The following statement shows the growth in the number of schools during the period under review:—

				As on 1st April 1947.	As on 31st March 1952.
High Schools	..	..	..	708	1,313
Middle Schools	..	..	..	254	272

The number of secondary schools for boys and girls as on 31st March 1952 was 1,585. The number at the beginning of the quinquennium was only 962. The period thus noticed a liberal expansion of secondary educational facilities. Of the above, on

31st March 1952, 52 were Anglo-Indian Schools or Matriculation and Special Secondary schools and one Public school providing secondary education facilities.

Their classification according to managements is shown below :—

(1) *As on 31st March 1952.*

Institutions.	Public management.			Private management.		
	Government.	Municipal.	Local Bodies.	Aided.	Unaided.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
High schools—						
Boys	21	77	564	43 ⁵	5	1,102
Girls	46	16	13	128	8	211
Total ..	67	93	577	563	13	1,313
Middle schools—						
Boys	7	34	103	72	1	217
Girls	17	9	7	21	..	55
Total ..	24	43	110	94	1	272
Grand total ..	91	136	687	657	14	1,585

	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
1 Secondary schools for boys newly opened.	70	86	87	153	176
2 Total number of secondary schools for boys.	816	999	973	1,119	1,319
2-A Total number of girls schools.	221	204	217	222	266
2-B Total number of boys and girls schools together.	1,037	1,103	1,190	1,341	1,585
3 Number of boys in middle schools.	179	171	181	175	217
4 Strength of pupils in Secondary schools for boys.	424,650	418,697	424,883	512,143	633,328
5 Strength of pupils in Secondary schools for girls.	65,670	71,923	78,535	84,242	91,065
6 Number of girls in boys schools.	30,857	29,300	31,942	36,139	51,107

Opening of new High schools by Local Bodies in taluks where there are no High schools.—The Government declared in their Memorandum No. 61495-B1/46-4, Education, dated 25th December 1946, that there should be at least one High school in each taluk and that in taluks where there are no such schools arrangements should be made to open a new school. In a taluk where there is not even a Middle school, such a school may be opened to start with, and developed into a High school in due course. In a taluk where there are already Middle schools, but not a single High

school one of the Middle schools should be converted into a High school. In 1947 there were 21 taluk headquarters where there were not even Middle schools.

In G.O. Ms. No. 304, Education, dated 17th February 1948, Government sanctioned the payment during 1947-48 an advance teaching grant of Rs. 1,500 to local bodies for the middle schools newly opened by them in the current year in taluks not served by schools.

Government also in their Order No. 304, Education, dated 17th February 1948, said that the maximum limit of Rs. 4,000 fixed for teaching grants to the middle schools developed into high schools in taluks not served by such schools, was for the whole High School department comprising Forms IV to VI and that the grant for the Middle School department of such High Schools should be calculated on the basis of half the net cost and that for the higher forms with reference to the actual net cost subject to the maximum limit specified above.

The following table shows the distribution of pupils among the several classes and forms of Indian secondary schools :—

Classes or forms.	Strength as on	
	1st April 1947.	31st March 1952.
(1)	(2)	(3)
Class I .. ..	..	2,553
Class II .. ..	..	2,633
Class III .. ..	..	3,217
Class IV .. ..	..	4,962
Class V .. ..	..	11,999
Form I	66,485	140,851
Form II	66,245	134,737
Form III	62,804	133,198
Form IV	70,686	118,534
Form V	52,439	85,119
Form VI	45,463	67,870
Total ..	441,425	705,673

It will be seen that the strength has increased from 441,425 to 705,673 during the period. The increase is 59.8 per cent.

(c) Teachers.

The qualifications prescribed for the main categories of teachers in secondary schools as they stood on 31st March 1952 are furnished in Appendix II. The headmaster and at least as many teachers as there were sections in Forms IV to VI were to hold

trained teachers' certificates of the Collegiate Grade. The other teachers were to be holders of Trained Teachers' Certificates not lower than Secondary Grade. Minimum qualifications were also prescribed for language teachers and other specialists such as drawing masters, music and needle-work teachers, Physical Training Instructors and Instructresses, Manual Training Instructors, etc. The number of teachers in Indian secondary schools increased as shown below :—

(1)	1946-47.			1951-52.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
(2)	(3)	(4)	(5)	(6)	(7)	
Secondary Schools for Boys—						
Men	6,580	403	6,983	19,949	5,049	24,998
Women	163	13	176	961	116	1,107
Secondary Schools for Girls—						
Men	28	19	47	186	77	263
Women	1,439	110	1,549	3,141	375	3,516
Total—						
Men	6,608	422	7,030	20,135	5,126	25,261
Women	1,602	123	1,725	4,102	521	4,623
Percentage of trained teachers to the total number—						
For men	93.9	..	..	79.7	..	..
For women	92.3	..	..	88.7	..	..

The following table gives the figures about the different grades of teachers :—

Trained.			Untrained.	
1st April 1947.	31st March 1952.		1st April 1947.	31st March 1952.
4,453	6,471	Graduates ..	825	1,918
7,525	13,118	Secondary Grade Teachers' Certificates.	361	955
353	1,699	Elementary Grade Teachers' Certificates.	199	2,774
332	2,949	Others	75	
Total ..			..	5,647

Though the number of teachers increased, an acute teacher-famine persisted during the period especially because of the large number of schools newly opened.

Scales of pay of teachers under the different managements were regulated from time to time by Government. The scales of pay sanctioned to teachers under the different managements as they were on 31st March 1952 are given in Appendix III.

Revisions effected during the quinquennium have substantially improved the scales of pay for teachers of all categories in the secondary schools.

Headmasters—Scales of pay.—G.O. No. 59, Education, dated 9th January 1950, sanctioned the following scales of pay to be adopted in respect of headmasters of aided secondary schools for purposes of assessment of teaching grants :—

RS.

(1) Headmasters of schools with a strength of 500 and below	150—10—200
(2) Headmasters of schools with a strength between 500 and 1,000	165—5—205—10—245
(3) Headmasters of schools with a strength exceeding 1,000	250—15—400

A revised classification of the grades of Headmasters based on the number of sections in the schools instead of the strength on the rolls was approved in G.O. No. 1489, Education, dated 28th May 1951. The scales of pay were also revised as follows :—

RS.

(1) Headmasters of high schools with 12 sections or less in Forms I to VI.	150—10—200
(2) Headmasters of high schools with 13 to 24 sections	165—7½—225—10—245
(3) Headmasters of high schools with 25 sections or more	250—10—450.

Headmasters' allowance.—Under the revised scales introduced from 1st January 1947, Headmasters of Secondary schools were paid in addition to their pay in the revised scale an allowance of Rs. 10 per mensem if the strength was 500 or below and Rs. 25 per mensem if the strength exceeded 500. For determining the amount of allowance to be paid, the strength of the Secondary School on the 1st August each year had to be taken as the basis and in the case of those schools having a strength of more than

500, the allowance was to be reduced from Rs. 25 to 10 per mensem if at any time after the allowance was fixed, the strength of the school fell below 450 (G.O. No. 2160, Education, dated 8th October 1947).

In G.O. No. 975, Education, dated 10th May 1947, the Government advised the managements to introduce the scales of pay fixed for teachers in secondary schools under local bodies. With a view to enabling the managements to find the funds required for meeting the extra cost involved, the Government raised the basis of assessment of teaching grant from the one half to two-thirds of the approved net cost. In view of this the Government insisted in G.O. No 1154, Education, dated 5th June 1947, on all managements of aided schools, introducing at least the scales of pay fixed for teachers in schools under local bodies.

Revised scales of pay.—Declaration to be obtained from correspondents and headmasters.

In spite of the orders of the Government insisting upon all managements of aided secondary schools introducing in their schools at least the scales of pay fixed for teachers in the local board schools, some schools did not introduce the scales from 1st June 1947. In some cases the headmasters were not paid their allowances based on the strength of the schools, nor was pay fixed for teachers in the revised scales as per instructions, dated 4th November 1947, though the aided institutions were promised teaching grants on this basis of two-thirds of the approved net cost and also permitted the collection of ten instalments of school fees from the pupils. Therefore, with a view to compelling the aided managements to pay their teachers the revised scales of pay from 1st June 1947, and to fix the pay of the teachers correctly in the revised scales, Director's Proceedings C. No. 47-D1/48, dated 23rd January 1948, asked the District Educational Officers and Inspectresses of Girls' Schools to obtain declarations from the Correspondents and headmasters of aided secondary schools and file them in their office.

Weightage.—In their Order Ms. No. 372, Education, dated 26th February 1948, Government decided not to insist on managements of aided secondary schools, granting advance increments to the teachers giving weightage for their services up to 31st December 1946 and refixing their pay in the revised scales but the managements were left free to give such weightage if they could afford to do so. In cases where the managements allowed advance increments, in the revised scales of pay adopted by them according to the principles laid down by Government, the expenditure incurred would be taken into account for purposes of assessment of teaching grant.

Scales of pay for teachers in Government schools.—In G.O. No. 517, Finance, dated 9th July 1949, the scales of pay of the following categories were revised:—

	Till 1st July 1947.	Revised.
	RS.	RS.
School Assistants—Grade I ..	140—15/2—200	165—5—205—10—245
Do. Grade II ..	70—10/2—130	85—5—125—10—175
Headmasters or Headmistresses—Grade I.	140—15/2—200	165—5—205—10—245
Headmasters or Headmistresses—Grade II.	70—10/2—130	85—5—125—10—175 plus headmaster's allowance.

NOTE.—The proportion of posts of each kind in the two grades will be Grade I : Grade II : 1 : 2.

	RS.	RS.
Secondary Grade Teachers	30—3/2—45—2/2—55	45—3—60—2—90
Physical Training Instructors and Instructresses—Grade I. (S.S.L.C. holders with Higher Grade Certificates in Physical Education.)	..	50—2—70—2½—95
Physical Training Instructors and Instructresses—Grade II (completed S.S.L.C. with Lower Grade Certificates in Physical Education.)	..	42—2—75
Physical Training Instructors and Instructresses—Grade III (others)	..	40—1—60

Secondary Grade teachers under local bodies.—G.O. No. 1154, Education, dated 5th June 1947, revised the scale. Instead of Rs. 40—1½—70 plus a craft allowance of Rs. 5, a scale of Rs. 45—2—85 with no craft allowance was allowed.

NOTE.—Teachers were required to pass a craft qualification within two years.

L.T.s.—The scale of Rs. 70—5—140 with a craft allowance of Rs. 5 was replaced by a scale of Rs. 75—5—145 and the craft allowance abolished in G.O. No. 1154, dated 6th June 1947.

NOTE.—The teachers were required to pass the Craft qualification within two years.

	Scale of pay up to 31st December 1946.	Scale from 1st January 1947.
	RS.	RS.
Headmasters of complete high schools.	110—15/2—170	150—10—200
Headmasters of middle schools and incomplete schools and L.Ts.	65—5/2—100	75—5—145
Secondary Grade teachers ..	30—2/2—50	45—2—85

Local Bodies:

Physical Training Instructors.—G.O. No. 1154, Education, dated 5th June 1947, revised scales of pay as follows:—

	Old scale. RS.	New scale. RS.
1. Physical Training Instructors—		
<i>Grade I—</i>		
S.S.L.C. holders with Higher Grade Certificate in Physical Education.	45—1—75	50—2—70—2½—95
<i>Grade II—</i>		
Completed S.S.L.C. with a Lower Grade Certificate.	35—1—50	45—2—75
<i>Grade III—</i>		
Others	30—1—50	40—1—60

Pandits and Munshis.—There were only two grades of pandits and munshis in secondary schools before 1947. In the revision of scales of pay which took effect from 1st January 1947, provision was made for the employment of three grades of pandits and munshis and the qualification for each grade was also revised.

Pandits holding a degree with the language as the main subject and L.T. training qualification were placed in a separate grade and holders of Oriental Title with Pandits or Secondary grade training were divided into two grades and a distinction was made between these two grades by prescribing S.S.L.C. eligible as an additional qualification for pandits and munshis in Grade I. The intention was that posts in high schools should be either in the L.T. grade or Grade I, while all the posts in middle schools should be in Grade II.

The Government reconsidered the question again in 1941 and decided (G.O. No. 526, Education, dated 15th March 1948), (1) that the existing two grades in high schools, i.e., the L.T. and Grade I Pandits should be combined and designated as Grade I and that the same scale of pay as that of other L.T. assistants should be allowed to them, (2) that holders of Oriental Title who do not possess pandits' or secondary grade training qualification but who have put in fifteen years service on 1st January 1948 should be allowed the scale of pay admissible to the new Grade I and that the scales of pay for those with less than fifteen years' service should be raised, (3) that the Grade II scale of pay should be the same as that fixed for secondary grade teachers, and (4) that the existing incumbents and those who were recruited prior to 1926 who have neither the Oriental Title nor the requisite training qualification should be allowed the scale of pay admissible to Grade II.

Special courses for teachers.—In order to encourage secondary schools to organize and maintain museums, and to afford training facilities for teachers in this regard, teachers from Government Training schools were trained in "Museum Technique" during

the summer vacation of 1951 at the Government Museum, Madras. These trained teachers were expected to organize and conduct training courses for others employed in the districts in the subsequent years. The number of Museum Technique Training courses and the number of teachers trained during the period under report are given below :—

	Year.			Number of training courses.	Number of teachers trained.
	(1)	(2)	(3)	(2)	(3)
1949-50	2	20
1950-51	2	34
1951-22	2	39

A Refresher Course was organized in the Teachers' College, Saidapet, during May-June 1950 for 70 teachers employed in the secondary schools in the City, for training them in crafts like Wood work, Cardboard modelling and Paper modelling. A large number of Citizenship Training camps, Home Science Training Courses and Craft Training classes were organized during the period to equip the teachers better.

Agreements between teachers and managements.—G.O. No. 2406, Education, dated 7th November 1947, revised the form of agreement between teachers and managements (Appendix No. 28 of the Madras Educational Rules and amended rule 35 of the Grant-in-aid Code).

Under rule 35 of the Grant-in-aid Code, the following was added as sub-paragraph (2) :—

“The Director may deduct from the grant payable to an institution such amount as may be due to the teachers from the management for direct disbursement to the teacher concerned, should the management fail in the discharge of its obligations to a teacher under its employ by non-adherence to the terms of agreement entered into under rule 12 (1) of the Madras Educational Rules.”

Proceedings C. No. 1078 D-2/48, dated 28th February 1948, of the Director of Public Instruction, declared that the revised form of agreement should be deemed to have come into effect from the date of G.O. No. 2406, Education, dated 7th November 1947. All managements were instructed to enter into fresh agreement with the teachers immediately, if they had not already done so. The Director ordered that even if the actual execution of fresh agreements had not taken place, its terms, as set forth in the amended form, shall be treated as binding on the managements and on the teachers from the date of the said Government Order, viz., 7th November 1947.

G.O. No. 2709, Education, dated 28th September 1950, accepted the recommendation of the Director that the managements of

aided Secondary schools in the State should be required to open service registers for the teachers under their employ.

Undertaking of private tuitions.—Government laid down (G.O. No. 1018, dated 27th March 1950) the following general conditions to be adopted by the managements of all secondary schools before according permission to the teachers under their employ to undertake private tuitions :—

(1) No teacher shall be permitted to undertake tuition ordinarily for more than three students in any one month and the tuition given to them shall not, in any case, exceed twelve hours a week, of which at least four hours shall be during the weekly holidays.

(2) The names of pupils and hours of engagement shall be intimated to the Headmaster, leaving the matter of valuation of the papers of such pupils to the decision of the staff council.

(3) The undertaking of private tuition shall not encroach on games and extra-curricular activities.

(4) No teacher shall undertake tuition without obtaining the previous consent of the management.

(5) Any neglect of duty or misbehaviour of a teacher and violation of the above conditions will entail the cancellation of the permission given.

In February 1952 Government approved (G.O. No. 219, Education) the proposal that, as an experimental measure, special classes may be run by a group of teachers in the premises of the Secondary schools with the permission of the Headmaster and the management of the school, the classes being open only to the former pupils of the respective schools who might have failed in the S.S.L.C. Examinations.

(d) Results of Matriculation and other equivalent examinations.

S.S.L.C. Examinations.—Number of centres and candidates who appeared and the number who were declared eligible during the quinquennium :—

—	Total number of schools.	Total number of centres.	Total number of candidates appeared.	Total number of candidates taking University subjects	Total number of candidates declared eligible.
1948 March.	626	516	54,133	56,385	26,116
October.	..	84	15,536	9,960	3,551
1949 March.	693	493	51,353	49,048	21,293
October.	..	74	15,206	10,085	3,051
1950 March.	769	516	65,998	62,018	24,480
October.	..	87	22,410	14,630	3,341
1951 March.	860	467	68,418	64,656	31,935
October.	..	80	18,005	10,492	4,568
1952 March.	964	497	77,742	74,747	38,293

1952.

- (1) Number of private candidates who 21,051 appeared.
- (2) Number of private candidates declared 5,882 eligible.
- (3) Number of teacher candidates who 6,911 appeared.
- (4) Number of teachers declared eligible .. 466
- (5) Percentage of eligibility in the examination, column (2) to column (1). { 27.9 for candidates, 6.7 for teachers

Two thousand four hundred and seventy-eight children and dependants of persons who had served in the Second World War were admitted to the examination without payment of fees in 1947-48. In 1951-52 the number of such cases was 1,592.

The Director of Public Instruction, Madras, continued to be the Commissioner for Government Examinations also, with a separate office. All the Government educational examinations were conducted by the Commissioner assisted by the examining boards for different examinations.

Consequent on the increase of work, the post of a Deputy Commissioner was created in 1950 and the post of the non-gazetted Assistant Secretary was converted into a gazetted post.

The Board of Secondary Education taking note of the recommendation of the University Commission that objective type of tests may be adopted for all examinations and that the essay type of examination may supplement these tests, decided to introduce the new type tests to supplement the essay type of examination in three subjects to start with, viz., Mathematics, General Science and Social Studies.

The objective tests were introduced for the first time for the examination of March 1951 in the above three subjects. After the examination the position was reviewed and the number of objective tests were increased. The following table gives an idea of the time, type, the number of questions and marks allotted for the new type tests in the three subjects :—

Subject.	Time.	Type and number of questions.	Marks.
1 General Mathematics.	45 minutes.	A. Multiple choice type with one or two matching type questions if possible 40	} 40
		B. Completion type 10	
		C. One word or phrase recall type 10	
General Science.	1 hour ..	A. Multiple choice type .. 40	} 50
: Social Studies.	1 hour ..	B. Completion type .. 20	
		C. One word or phrase recall type 20	
		D. Matching type (four sets) of five items each with a number of dummies, three to five on the response side 20	

Under the Reorganized Scheme of Secondary Education the proposal to revise the scheme of examinations was considered so as

to meet the requirements of the new scheme which emphasised activity and craft performance standards and the resultant personality development rather than abstract bookish knowledge. The main principles on which these details were worked out were—

(a) retention of written examination for the older subjects of the curriculum, for the purposes for which such examinations were intended ;

(b) provision for taking into account the work of the pupils throughout the school course ; and

(c) provision for rating practical abilities, special and general factors of personality.

But the proposal was not given effect to.

A comparative study of the examination results shows that vagaries in the results continued from year to year, though the same body of teachers continued mostly, and the quality of the candidates was not dissimilar. The characterisation of the public examination held over a large area as “ an unreliable measuring rod ” seems at least partly justified. It is hoped that at least the new type of tests introduced during the quinquennium, which is more objective would improve matters. Since the inauguration of the S.S.L.C. Scheme in the place of the old Matriculation System, the new type of tests is perhaps the most radical and the boldest change introduced.

S.S.L.C. Eligible list.—Rules and directions regarding eligibility and moderation have been modified from time to time. Candidates who satisfy the conditions laid down by the Madras, Andhra or Annamalai Universities are declared eligible for admission to the respective Universities.

Eligibility for public service.—Government have prescribed a certain minimum in the several subjects, and candidates have to obtain the minimum in one or more examinations, and the best performance in any year will be taken into consideration for deciding this.

Appearance for the examination.—Government directed in their Order Ms. No. 774, Law (Education), dated 8th May 1931, that the total number of times a candidate may appear, whether as pupil or as a private candidate, should be limited to three.

With the institution of the October examination from the year 1948, the number of times a candidate could appear has increased from 3 to 4. In the case of Harijans one more chance is allowed.

Private candidates.—During the quinquennium ending 31st March 1952, the rules regarding appearance of candidates were changed as follows :—

(a) That a person who appeared as a pupil candidate once may take the examination as a private candidate subsequently ;

(b) that a private candidate who takes the examination without attendance at school may do so if he has not attended the school during any part of the school-year in which he takes the examination.

An amendment was made in the rules allowing supplementary pupils who withdraw from schools during the course of the year for satisfactory reasons to appear for the Public Examination as private candidates in that year.

Provision is also made in the rules for the appearance of the Higher Grade teachers, Pandits and Instructors who have put in three years service, as private candidates.

Conduct of a supplementary examination in October.—In their G.O. Ms. No. 1715, Education, dated 7th July 1948, Government sanctioned the holding of a supplementary S.S.L.C. Public Examination in October every year, under the following conditions:—

(1) Only failed candidates and other private candidates would be allowed to appear.

(2) The last date for the receipt of applications was fixed as 31st July preceding the date of the examination.

(3) The examination was to be held only at District Headquarters and a few other centres.

(4) Text-books for the October examination were to be same as those for March.

(5) The total number of chances which was till then limited to three in the case of non-Harijan candidates was raised to four and for Harijan pupils the number of chances was increased from 4 to 5.

The first supplementary examination was held in October 1948.

Selection examinations.—In G.O. No. 2389, Education, dated 13th December 1946, the Government issued general instructions to all Heads of educational institutions to the effect that detentions in selections for the S.S.L.C. examinations, where they were found necessary should not ordinarily exceed 15 per cent. The Headmasters of schools were also instructed in June 1947 that they should be strict, as far as possible, in promoting pupils from class to class so that large numbers of students need not be detained in the selection examinations.

The Government reviewed the position again and in G.O. Ms. No. 22-13, Education, dated 15th October 1947, directed that the limit of detentions referred to above should be reduced to 10 per cent. They also directed that strictness should continue to be observed in promotions so that only a minimum number of students are detained in the selection examinations. The Government considered the question again in 1948 and decided (a) that the selections for the S.S.L.C. public examination as such in

(a) G.O. Ms. No. 639, Education, dated 24th March 1948.

Form VI should be abolished and that the candidates should not be detained in Form VI except for shortage of attendance.

(e) *Buildings and equipment.*

Of the 1,523 Indian Secondary schools on 31st March 1952, 1,214 were held in their own buildings and the rest in rented or rent-free buildings. The percentage works out to 79 for boys and 84 for girls. Accommodation continued to be inadequate in many schools. Though learning amid elegance is not essential, many schools had to go even without enough space for craft work, and some of the other barest essentials beyond "one class-room for each class". The tendency to make every available space including the verandah into class-rooms could not be checked effectively during the quinquennium. The result has been some colossal or monster schools.

The position in regard to garden and playgrounds was not quite satisfactory. Two hundred and ninety boys' schools and twenty-nine girls' schools had no garden space, while two hundred and eighty-six boys' schools and one hundred and twenty-one girls' schools had no playground at all or had less than an acre in extent in 1951-52.

School places.—Prior to the issue of G.O. No. 418, Education, dated 22nd July 1948, it was held that no section should have more than forty pupils on rolls and exemptions thereto were granted by the Director in deserving cases. The requests for such concessions became so general that rule 18 of the Madras Educational Rules was amended in the above Government Order so as to authorize the Headmaster to admit in 1946-47 and for two years thereafter upto forty-five pupils in a section subject to the condition that each pupil had a floor space of not less than 10 square feet. Admission over and above this maximum was not to be made without the prior approval of the District Educational Officer or the Inspectress. With permission, a class can have a maximum of 50 pupils.

Working in shifts.—Director's Proceedings R.C. No. 96-E-4/48, dated 21st April 1948 said that requests for the introduction of shift system in Secondary schools will be considered subject to the following conditions:—

(a) Inadequacy of present accommodation and impossibility in providing additional accommodation.

(b) There should be no extra expenditure to the State.

(c) That each shift should work for four hours a day for six days in a week.

(d) Pupils of Forms IV to VI will form one group and Forms I to III another group.

(e) Each group should work in the fore-noon and after-noon sessions alternatively, viz., Forms IV to VI will work in the forenoons of Monday, Wednesday and Friday and afternoons

of Tuesday, Thursday and Saturday; and Forms I to III will work in the after-noons of Monday, Wednesday and Friday and the forenoons of Tuesday, Thursday, and Saturday, so that each class will be getting three evenings for physical training.

(f) No teacher should be required to work for more than twenty hours per week.

(f) *Medium of Instruction.*

In the Madras State, freedom was given even as early as 1925 to have the mother-tongue or Indian Language medium for the S.S.L.C. Course. By 1938-39, the mother-tongue medium was extended to all schools and English medium allowed only as exemption from the general rule. From the beginning of the quinquennium the policy was to eliminate as far as possible the English medium in Secondary schools, even in bilingual areas. Government decided to admit for grant-in-aid the expenditure on the staff maintained to teach through the mother-tongue medium a smaller number of pupils. G.O. No. 2308, Education, dated 31st October 1947, said that schools would incur extra expenditure in the employment of additional teachers on account of the adoption of the vernacular as the medium of instruction and that such expenditure will be approved for purposes of teaching grant.

To avoid the necessity for complete exemption from the study of the mother-tongue or regional languages actually started by a pupil who goes to a school or region where that language is not available, the pupil could be permitted by the Director* to study the language privately. Pupils who are permitted to study a language privately are not required to produce school record, but they must appear for the language at the S.S.L.C. examination.

In the first year of this Quinquennium it was laid down that, thereafter, sanction of the Government was necessary to adopt English medium of instruction in any form or section of a form or in a particular subject and that no school should adopt English medium in future in anticipation of sanction.†

Government permitted the teaching of commercial subjects to be continued in English for some time more. Teaching of the bifurcated subjects (Engineering and the Secretarial courses) and Algebra and Geometry in English has also been permitted.

Linguistic minorities.—In view of the hardships reported to have arisen from the enforcement of the Regional Language as the medium of instruction, Government decided (G.O. No. 2125, Education, dated 2nd July 1949) that, in respect of linguistic minorities including Muslims, whose mother-tongue is different from the regional language, the Director should permit instruction

* Proceedings Re. No. 943 E/47, dated 6th August 1947.

† Proceedings Re. No. 6543-E/46, dated 3rd December 1947.

being given through the medium of their mother-tongue provided there is a minimum strength of 10 pupils per class or 30 per school in Elementary Schools, and 45 pupils for the three Forms I to III and Forms IV to VI.

In a few cases for want of suitable teachers or due to schools being situated in multi-lingual areas, special permission was accorded on a temporary basis to have English medium. But such cases were very few in 1951-52.

The following are significant to the point:—

	1948-49.	1949-50.	1950-51.	1951-52.
1 Total number of schools which presented pupils for the S.S.L.C.	693	769	860	964
2 Number of schools that offered the languages of the State as medium.	647	749	849	956

To encourage the publication of text-books in the recognized languages, official sets of technical terms in these languages were issued as approved by Government in G.O. No. 137, Education, dated 20th January 1947, and the grant of exemption on the ground of non-availability of text-books in the appropriate language was altogether stopped.

English gives way to the Regional languages.—In G.O. No. 1128, Education, dated 6th July 1946, the Government directed that the teaching of English in Standard IV of Elementary schools and in Classes I to IV of Secondary schools should be abolished for the school-year 1946-47 and in Standard V (or Class V) from the year 1947-48.

Government had reports that teaching of English continued in Classes IV and V of certain schools in the Province. In Memorandum No. 83162 B-1/47-1, Education, dated 17th October 1947, the Government directed that the orders referred above should be strictly adhered to by the managements of all schools and there should be no deviation. Director's Proceedings Rc. No. 2408, Education-1/47, dated 8th November 1947, instructed "that no English of any kind should be taught either within school hours or outside school hours or within the school premises". The managements were warned that any deviation from the Government orders will be viewed seriously and that the Director will be compelled to take disciplinary action against the managements.

Till November 1947, English was regarded as the first language in Secondary schools and the regional language as the second language. With a view to give the languages of the Province a better position in the scheme of studies for Secondary Education, it was considered that the regional language should be the first language and English the second language. The Board of Secondary Education and the Provincial Advisory Board of Education which were consulted in the matter, agreed

to the proposal. In their Order Ms. No. 2532, Education, dated 25th November 1947, Government laid down that the regional language should be the first language in future and English the second language. The revised classification was also adopted in the question papers set for the S.S.L.C. examination and for class examinations.

The 1948-Scheme tried to remove English even from Form I.

In G.O. No. 1394, Education, dated 29th May 1948, Government ordered that English should be taught from Forms II to VI instead of Forms I to VI as a new language, Hindustani was to be taught from Form I. In G.O. No. 1531, dated 13th May 1949, Government passed revised orders that English should be taught from Form I to VI so as enable pupils to acquire sufficient knowledge in the language.

(g) Changes in the curriculum.

The many important changes effected in the curriculum have already been pointed out in section (a) above.

To make the teachers understand and appreciate the changes and to guide them in their work with the new syllabus, the Department published the following twelve guide books:—

- | | |
|----|--|
| 1 | Guide book on the teaching of English. Forms I to III. |
| 2 | Do. Mathematics. Forms I to III. |
| 3 | Do. General Science. Forms I to III. |
| 4 | Do. Gardening and Agriculture. Forms I to III. |
| 5 | Do. Home craft. Forms I to III. |
| 6 | Do. Social Studies. Forms I to III. |
| 7 | Do. Music. Forms I to III. |
| 8 | Do. Dancing. Forms I to III. |
| 9 | Do. Drawing and Painting. Forms I to III. |
| 10 | Do. Weaving. Forms I to III. |
| 11 | Do. Engineering. Forms IV to VI. |
| 12 | Do. Home Science. Forms IV to VI. |

All these guide books contain very useful suggestions regarding the teaching of the several subjects with particular reference to the new outlook on education and the scheme of

reorganization. The Department felt that all teachers in the Secondary schools should be conversant with the contents of these books and hence recommended the supply of the same to the teachers.*

In addition to the guide books, a general introduction to the new syllabuses was also published by the Department. Another outstanding publication of the Department was the guide book on Citizenship activity in schools.

Administration and Control.—Administration and control of Government, Local Board and aided Secondary schools were vested with the respective managements. The schools continued to be inspected by the District Educational Officers once a year.

The annual inspections of boys' Secondary schools were conducted by the District Educational Officers and of the girls' Secondary schools by the Inspectresses. There were thirty three Educational districts in the State during 1951-52 each under a District Educational Officer. For the administration and control of girls' Secondary schools there were seven Inspectresses, each in charge of a circle comprising two or more districts.

The Deputy Director (Finance) has been empowered to exercise the powers of the Director in the matter of sanctioning teaching grants to aided Secondary schools (G.O. No. 220, Education, dated 22nd January 1949).

The 'Recognition' of Secondary schools was vested in the Director of Public Instruction, and it could be refused or withdrawn if he was not satisfied with regard to any of the conditions laid down in rule 12, besides other matters specified in Chapter III of the Madras Educational Rules. No new Secondary school could be opened or recognized school's open a class or classes either higher or lower than those for which the school had been recognized, without the previous permission of the Director.

The granting of recognition depended, among other matters, on the educational needs of the locality, the financial stability of the schools, the constitution of the managing body, the organization and development of the school on approved methods and approved lines, the terms on which teachers were engaged, including the execution of a written agreement between the Management and each teacher as prescribed in Appendix 28 of the Madras Educational Rules.

Surprise visits.—The usual annual inspection of Secondary schools was conducted after due notice and the schools, generally, did not receive any surprise visits in between two annual inspections in the past, unlike the Elementary schools. The Director issued a circular on 21st June 1948, that to see schools in their normal working District Educational Officers and Inspectresses should pay surprise visits to at least some of the aided Secondary schools whose managements in their opinion were

* Director's Rec. No. 54/50/49, dated 6th August 1949.

not trustworthy and see if the rules were observed and registers properly maintained.

Government managed schools.—As an experimental measure Government took over the management of seven District Boards and one Municipal Secondary School in the State during 1951-52.

A consideration which weighed in this connection was the necessity to provide administrative and teaching experience to the officers of the Department.

Government also took over the management of the Vidyodaya High School for Girls, Madras, from 1st May 1951^a. The school was previously managed by a private managing body. The necessary Government staff was also sanctioned. The school was run as a special type of residential institution to admit pupils from all over India with English as the medium of instruction. The school was brought directly under the control of the Director of Public Instruction.

(h) Management of Aided Secondary Schools.

Endowments.—As a step towards the establishment of sound financial stability for the schools, it was laid down in G.O. Ms. No. 2381, Education and Public Health, dated 5th November 1947, that no distinction need be made thereafter between Mission and Non-Mission managements in the matter of endowments to be created for maintenance of Secondary schools and granted time for five years from 1st April 1948. At first a sum of Rs. 50,000 was insisted upon as endowment to be provided in respect of schools started after 1st April 1948. Later it was reduced to Rs. 35,000 (Rs. 15,000 for middle school classes and Rs. 20,000 to high school classes) for full fledged high schools^b. The imposition of the condition for building up an endowment with retrospective effect caused great hardship and dissatisfaction. It was ordered in G.O. Ms. No. 1657, Education, dated 20th May 1949, that the creation of endowments need not be insisted on in respect of schools opened before June 1948.

As regards the nature of the endowment, ordinarily cash endowments should be insisted upon; but property also can be accepted provided the valuation of such property by the Revenue or other authorities concerned is not below the Departmental level.

Managements of aided schools have been required to give an year's notice to the Department before closing down any school, the penalty for the default being refusal of grant for the year G.O. No. 2918, Education, dated 19th September 1949).

Headmasters to be members of the School Managing Committees.—In their Order Ms. No. 1068, Education, dated 22nd May 1947, the

^a G.O. No. 1016, Education, dated 18th April 1951.

^b Director of Public Instruction's Pros. Rc. No. 722 D-3/48, dated 20th July 1948.

Government accepted the recommendation of the Committee of the Provisional Advisory Board of Education in regard to the representation of the Headmasters and members of staff of Secondary schools on the Managing Committee of the schools. The following amendment to the Madras Educational Rules was issued:—

Under rule 12 of the said rules, the following note was inserted:—

NOTE.—(1) The Managing Body constituted under rule 12 (a) shall have as one of its members the Headmaster of the school for the time being.

(2) In exceptional cases, where the constitution of a Managing Committee has been waived, there shall be an Advisory Committee consisting of the following:—

(a) The Headmaster of the school.
(b) One member from the other members of the staff, elected by the teaching staff.

(c) A representative of the Parents association.
(d) A nominee of the Education Department preferably an educationist from the locality.

(e) Two members nominated by the management.
(f) The correspondent of the school will be the Chairman, and the Headmaster of the school will be the Secretary of the Advisory Committee.

Rule 12 (d) of the Madras Educational Rules was further amended as follows during this period:—

Each school shall have a Staff Council consisting of the Headmaster as President, and from 5 to 11 members of the teaching staff according to the size of the institution. Each school shall frame its own rules in respect of the actual constitution of the Staff Council and the conduct of its business subject to the approval of the District Educational Officer. The Staff Council shall have powers to advise the Headmaster on matters of discipline, promotion, selection and other matters that may be placed before it by the Headmaster. Members of the Council may also submit to the Council subjects as may be approved by the Headmaster. The Council will also offer advice to the Managing Body or the Advisory Committee of the school on such matters as may be referred to it by that Committee.

Duties of the Headmasters.—Many steps were taken and instructions issued to see that the Headmasters exercised their supervision and control of the schools properly and to ensure that irregularities in admissions, promotions, etc., were reduced to a minimum. Instructions were issued against undue laxity or strictness in promotions. About the irregularities committed by Headmasters in the matter of admissions the Director issued a Proceedings^a saying that several instances had come to the notice of the Director wherein certain Heads of schools have admitted pupils contrary to rules. Director issued again a Proceedings^b in the next year pointing out the abuses in school administration and the necessity for proper check. During the period instructions were also issued asking the Headmasters to

^a R.C. No. 2584-E/47, dated 2nd February 1948.

^b C. No. 1016-E-1/49, dated 30th April 1949.

take a proper share in the school teaching. Proceedings C. No. 315 D-3/51, dated 16th November 1951, stated that from a review of the number of Tabular Inspection Reports on the schools, it was seen that in many institutions Headmasters had allotted for themselves more supervision work than teaching work. The Director made it clear that all Headmasters should do not less than ten periods of teaching per week. If in a particular institution the work of supervision was heavy it was suggested that Assistant Headmasters may be appointed and supervision work delegated to them or to the senior assistants.

(i) *Expenditure.*

Total expenditure on Secondary education during the year 1951-52 was Rs. 4,80,77,470 as compared to Rs. 2,47,61,999 in 1946-47. The expenditure from various sources was as follows :—

	1946-47.		1951-52.	
	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.
	RS.	RS.	RS.	RS.
Government funds ..	39,37,824	19,22,329	89,06,997	30,28,819
Local board funds ..	24,65,388	78,710	57,12,447	43,25,79
Fees	1,07,84,346	13,19,287	23,20,602	2,91,15,723
Other sources	32,55,420	9,98,695	29,28,773	9,46,121
Expenditure per head.	82.7	163.8	64.3	80.4

Expenditure on Secondary Education for 1946-47 to 1951-52 from State Funds was as given below :—

	RS.		RS.
1946-47	59,45,514	1949-50	1,17,81,797
1947-48	64,76,385	1950-51	1,20,59,717
1948-49	93,61,879	1951-52	1,28,61,718

Grant-in-aid.—Statutory rules pertaining to grants-in-aid to recognized secondary schools were given in the Departmental publication known as the Grant-in-aid Code. Subject to the rules contained therein, managements were eligible for (1) teaching grant, (2) grant for buildings and for sites, (3) playgrounds, (4) equipment and (5) for fee concessions awarded to pupils by managements :

(1) *Teaching grants.*—There were no standard scales of pay for teachers in aided secondary schools. Prior to 1947 assessment of teaching grant was made on the basis of the actual salaries paid to teachers in aided schools up to the maximum in the scales of pay fixed for teachers in Government secondary schools. The Government considered that in cases where the managements did not adopt the Local board rates, the teachers in such schools should not be placed at a disadvantage compared with those in schools where the revised scales of pay had been adopted. Therefore the Government decided to pay from 1st January 1947 or from the date of adoption of such scales of pay, whichever is later, to such

managements, in addition to the grant which they would be eligible under the Grant-in-aid Code, a special grant calculated at one-half of the difference between the average of the scales of pay laid down for similar posts in Local board schools, subject to the condition that this additional amount should be used entirely for payment of teachers. In schools wherein revised scales of pay were adopted the basis of assessment from 1st June 1947 was enhanced from one-half to two-thirds of the approved net cost. In view of this the Government insisted on all managements of aided schools introducing at least the scales of pay fixed for teachers in Local board schools.

In G.O. No. 1938, Education, dated 4th September 1947, the Government raised the number of instalments of school fees under "Standard rates" that an aided school could collect, to 10. The desire of the Government in granting this concession was that the salaries of the teachers must be the first concern of the managements and that they should pay at least in accordance with Local board rates. For purposes of calculating receipts, only eight instalments of fees at standard rates are taken into account, leaving the two excess instalments and the excess collections over the standard rates out of account.

Subsequently the Government made a further concession in their G.O. No. 372, Education, dated 26th February 1948 that it was open to managements of aided secondary schools to adopt for their teachers the revised scales of pay fixed for teachers in Government service if they could afford to do so and that, in such cases, the expenditure incurred by the managements in payment of salaries in those scales will be treated as an approved item of expenditure and will make them eligible from 1st June 1947 for teaching grant on the basis of two-thirds of the approved net cost.

(2) Grants for buildings and sites are paid at half the total cost subject to a maximum of Rs. 35,000.

(3) For acquisition or purchase of playgrounds, grant-in-aid at half cost on the following basis was given:—

(i) that the extent of land provided did not exceed 5 acres in the case of a complete secondary school;

(ii) that the maximum admissible cost was restricted to Rs. 3,000 per acre in municipal areas and Rs. 1,500 in non-municipal areas.

(4) Equipment grants were paid at half the total cost subject to a maximum of Rs. 5,000.

(5) Grants at half rates were given for loss of fee income on account of managements' concessions on the following basis:—

(i) total award did not exceed 10 per cent of the fee income;

(ii) the award was made to deserving poor pupils on the basis of a competitive examination according to a scheme approved by the Director.

Subsidies to Local boards.—When the scales of pay of teachers in secondary schools under Local bodies were ordered to be revised with effect from 1st January 1947, Government abolished the system of paying fixed lump-sum subsidies from that date (vide G.O. No. 975, Education, dated 10th May 1947) and ordered that Local bodies be paid every year for all their recognized secondary schools grant-in-aid based on the net cost of the institutions for the preceding financial year, subject to the proviso that in the case of the schools in respect of which fixed subsidies were being granted as teaching subsidies, teaching grants paid under the revised system should not be less than the subsidies which they were entitled under G.O. No. 53, Law and Education, dated 12th January 1931. The grant is now accordingly assessed under the Grant-in-aid Code as in the case of aided secondary schools, with the difference that 10 instalments of fees at standard rates are taken into consideration for the purpose.

In addition, grant for maintenance, compensation for fee income foregone under rule 92 of the Madras Educational Rules 32 of the Grant-in-aid Code and on account of military concessions are also now paid to Local bodies. The payment of compensation for fee income foregone on behalf of pupils of Scheduled Castes and Tribes is authorized through the Director of Harijan Welfare.

Because the policy underlying the grant of subsidy to Local bodies for Secondary Education was changed during the early part of the quinquennium Local bodies have been opening a large number of secondary schools.

Local body secondary schools opened after 1930 were not previously eligible to apply for subsidy towards building, equipment and playground. This ban was removed in 1949-50, thus enabling all secondary schools under Local boards to be eligible for these subsidies.

Special fees.—Proceedings Dis. No. 912/49, dated 22nd February 1949, issued the following instructions in connexion with the levy of special fees in secondary schools under rule 89 C of the Madras Educational Rules :—

(1) No special fees should be levied for subjects included in the ordinary curriculum which do not involve any extra expenditure.

(2) No item of special fee falling under the category "for any other special convenience" referred to in rule 89 C of the Madras Educational Rules should be levied without the previous approval of the controlling authority.

(3) Special fees collected in each school year should be accounted for separately, and invariably spent in the same year on the items for which they have been collected. Unspent balances, if any, should not be added to the general revenues of

the institution, but should be carried over to the next year's accounts.

II. New Schemes and experiments and outstanding problems.

The Reorganized Scheme of Secondary Education envisaged, among other things, the provision of a large number of courses and activities in an institution so as to draw out the latent skill and aptitude of the pupils. With this aim in view many bifurcated courses were started in the High schools, besides a large variety of useful activities.

A significant experiment carried out in the Rajah's High School, Kollengode, is the simultaneous provision of instruction in academic and aesthetic subjects, giving art its due place in education and affording opportunity for the cultivation of both academic talents and aesthetic tastes. Three bifurcated courses were sanctioned by the Department besides the usual academic course. They were (1) the Secretarial course, (2) Music and (3) Dancing (Kathakali) giving thus facilities for pupils who desired to go for University Courses, those who desired to choose Commercial and Secretarial courses, and for girls having talents for Music, and for boys and girls who had talents for Dancing. Kathakali equips boys and girls for a lucrative profession as well.

In regard to Kathakali, a technique peculiar to Kerala, it may be mentioned that this is the first time that this art has come to be introduced and given a place in the community life of a Secondary school, and this is combined harmoniously with instruction in academic subjects. Within three years pupils can get, besides a theoretical knowledge of the subject, a sound practical skill in this art. Besides being a course of training for a career as a professional Kathakali dancer to a talented pupil, it is also a healthy hobby to others.

Project method in the teaching of Social Studies.—After the introduction of the Social Studies syllabus as part of the Reorganized Secondary School curriculum in 1948, many schools have reported their attempt to teach each unit of the syllabus through a project. The syllabus with its well-balanced emphasis on social training, activities and social studies, has been found to lend itself for experimentation in teaching through projects.

Starting of preparatory classes in Secondary schools.—Under the existing system Secondary schools have to admit students coming out of Elementary schools or from private study. This arrangement, it was felt, was contributing to a lowering of the general standard, as many students who were not fully fit after their private study or elementary school course gained admission in Secondary schools. With a view to improve the standard of fitness of the pupils admitted in the lower forms of the Secondary schools Government approved^a the proposal of the Director of Public

^a G.O. No. 40 Education, dated 6th January 1951.

Instruction, that if managements of Secondary schools desired, they may be permitted to open preparatory classes to Form I to make up the deficiencies and attainments in individual subjects of pupils who came from different elementary schools or private study but are not found fully fit for Form I. The period of study in this class will be for a year.

The fee charged for the preparatory section is not to exceed three times the fee charged for Form I in the school desirous of opening the preparatory class. No Government grant is paid. The preparatory class is to be self-supporting.

Creation of a Departmental Audit service.—It was felt for some-time that the system of audit of the accounts of the educational institutions under private managements which are in receipt of grants left much to be desired. The check of the District Educational officers and the Inspectresses of the accounts of the institutions was inadequate. Under the old system, therefore, it was not possible to bring to light financial irregularities of the managements. For these reasons it was proposed to create a Departmental audit staff under the control of the Director of Public Instruction, for the audit of accounts of the Secondary and Special schools and boarding homes and orphanages under private managements. In view of the advantages of a system of audit by Departmental auditors, the Government approved the proposal and directed the same to be worked as an experimental measure, in the first instance, in the Madurai Division^a.

The Government approved the following rates of fees for the audit of private educational institutions :—

	Rate of fees.
	RS.
High schools with a strength over 1,500	200
High schools with a strength between 1,000 and 1,500.	150
High schools with a strength between 500 and 1,000	125
High schools with a strength of less than 500 ..	75
Middle schools	50
Special schools	35

Boarding Homes and Orphanages receiving grants of Rs. 2,500 and more, 2 per cent of the grant subject to a maximum of Rs. 100.

The expenditure incurred by the managements on the payment of audit fees on the scale indicated above will be treated as an item of approved expenditure for purposes of the assessment of teaching or maintenance grants to the institutions concerned.

The necessary staff was also sanctioned temporarily.

^a G.O. Ms. No. 987 ducation, dated 17th April 1951.

Problems.—Secondary Education, has on the whole, remained in a state of flux during the quinquennium. The various changes made even in the Reorganized Scheme of 1948 since its inauguration, makes the 1948 Scheme a “Reorganizing Course” rather than a “Reorganized Course”.

Religious instruction—Inclusion of Conscience clause.—Till 1947 the imparting of religious education was regulated only in cases of schools and colleges under public management by rule 9 of the Madras Educational Rules. The Government considered that educational institutions must be above religious proselytization, and that it was time that action was taken in the matter. They accordingly directed (1) that school buildings, school teachers, and school children should not be used for proselytization purposes and (2) when schools are giving denominational religious instruction, it must be left to the guardians of the pupils to choose whether the pupil will attend such instruction or not. As amendment to the Madras Educational Rules under rule 9 the following was added as rule 9-A^a :—

“9-A. Religious instruction may be given in schools and colleges under private management, subject to the following conditions :—

(1) Where the religious instructions given in an institution is in a faith other than that to which a pupil belongs, he shall be exempted from attending religious instruction classes, if his parent or guardian requests in writing for such exemption. Such exemption shall be in force until the written request is withdrawn by the parent or guardian.

(2) The religious instruction given shall not constitute an attack on other faiths.

(3) The staff, pupils or buildings of any school or college shall not be utilized for proselytization purposes.”

In their G.O. Ms. No. 1964, Education, dated 9th September 1947, the Government ordered that under rule 154, Madras Educational Rules, the following shall be added as foot-note 2 :—

“The expression of views which are calculated to bring into hatred, ridicule or contempt the beliefs or practices of any religion within the precincts of the school or outside will also be taken as bad conduct for purpose of the above rules.”

Under rule 2 of the Grant-in-Aid Code the following was added as sub-paragraph 5 :—

“The Director shall have the power to refuse grants to any institution which directly or indirectly encourages propaganda calculated to bring into hatred, ridicule or contempt the beliefs and practices of any religion.”

^a As per G.O. Ms. No. 1444, Education, dated 7th July 1947.

APPENDIX I.

I. ACADEMIC COURSE.

Languages.

1. *First Language.*—The mother-tongue or the regional language consisting of two parts (Parts I and II) with the option of offering under Part II a classical or any other Indian Language except Hindi, unless it is taken under Part I.

2. *Second Language.*—English.

3. *Third Language.*—Hindi (Optional) alternative to which is an additional craft in Forms I to III or additional Hobbies and Practical Activities in Forms IV to VI.

Other subjects.

1. Mathematics—Forms I to III.

Mathematics—General or Composite—Forms IV to VI.

2. General Science.

3. Social Studies.

4. Citizenship Training.

5. Arts and Crafts in Forms I to III.

Hobbies and Practical Activities—Forms IV to VI.

6. Physical Education.

7. Moral Instruction.

In addition to classroom work, each student is encouraged to take part in all activities that arise from their academic studies and in hobbies, dramatic and musical productions, school newspapers and magazines, clubs and discussion groups. Although most schools confine their extra activities to after class hours, there is a growing tendency to incorporate them in the regular school hours. This reflects education's growing realization of its responsibility for the social as well as the mental and physical well-being of youth. A democratic form of student self-government has been instituted in most High Schools. The students elect representatives to a School Council which decides many questions regarding school activities in consultation with the Headmasters and teachers. Students learn the importance of exercising the privilege of voting. They choose the girls and the boys to serve in important student posts such as Class leaders and Class Representatives or on the Students' Councils.

II. BIFURCATED COURSES COMMENCING FROM IV FORM.

A. Pre-Technological Course.

1. First Language—Part I.

2. First Language—Part II.

or

English.

3. Mathematics—General or Composite.
4. Social Studies.
5. Citizenship Training.
6. Physical Education.
7. Moral Instruction.
8. One of the following subjects :—
 - Agriculture.
 - Engineering.
 - Textile Technology.
 - Fisheries Technology.
 - Chemical Technology.
 - Printing Technology.

Public Examination in subjects numbers 1, 2, 3, 4 and 8.

B. Secretarial Course.

1. First Language—Part I.
2. First Language—Part II.
or
English.
3. Commercial Arithmetic.
4. Social Studies.
5. Citizenship Training.
6. Physical Education.
7. Moral Instruction.
8. Drafting and Preci-writing.
9. Typewriting.
10. Any two of the following subjects :—
 - Book-keeping.
 - Commercial Practice.
 - Shorthand.

Public Examination in subjects numbers 1, 2, 3, 4, 8, 9 and 10.

C. Aesthetic and Domestic Courses.

Part I.

1. First Language—Part I—Regional Language or mother tongue.
2. English Composition.
3. Physical Education.
4. Moral Instruction.
5. Citizenship Training.

Part II.

6. Additional language (inclusive of Optional Hindi).
7. Second Language—English.

8. Mathematics—General or Composite.
9. General Science.
10. Social Studies.
11. Domestic (Home) Science (General).
12. Drawing and Painting (General).

(Three subjects from this Part of which one should be Domestic or Home Science for girls in girls' schools which do not take Domestic or Home Science under Part III and none should be the same as the subject taken under Part III.)

Part III.

13. One of the following :—
 - (a) Domestic (Home) Science—Special.
 - (b) Drawing and Painting—Special.
 - (c) Music.
 - (d) Dancing.

Public Examination in subjects numbers 1, 6 and 7 to 12.

D. Teaching Practice Course.

(Commencing from Form V only.)

1. First Language—Part I—Regional Language or mother-tongue.
 First Language—Part II—Intensive Study of the First Language of a classical or any other language except Hindi unless it is taken under Part I or
2. English.
3. Mathematics—General or Composite.
4. General Science.
5. Social Studies.
6. Physical Education.
7. Moral Instruction.
8. Citizenship Training.
9. Teaching Practice.

Public Examination in subjects numbers 1, 2, 3, 4, 5 and 9.

APPENDIX II.

Qualifications prescribed for staff in Secondary Schools.

Serial number and name of post.	High schools.			Middle schools.			
	General educational qualifications.			Name of post.	General educational qualifications.		Professional qualifications.
(1)	(2)			(4)	(5)	(6)	
1 Headmaster or Headmistress.	Graduate			A Trained Teacher's Certificate of the Collegiate grade granted under rule 138, Madras Educational Rules.	Headmaster or Headmistress.	Graduate .. Trained Teacher's Certificate of the Collegiate grade granted under rule 88, Madras Educational Rules.	
2 Class teachers of Forms IV to VI.	Do.			Do.	Class teachers of Forms I to III and Classes V and below.	S.S.L.C. Trained Teacher's Certificate of the Secondary Grade.	
Pandits and Munshis, Grade I—	(1) Degree in the language ..			L.T., B.T. or B.Ed. ..	Pandits and Munshis, Grade I— (a) Regional Languages.	(1) Oriental Title. Pandits or Secondary Grade Training.	
(a) Regional Languages.	(2) B.O.L. (Pass or Hons.) with S.S.L.C. completed.			Do. ..	....	....
	(3) Oriental Title and completed S.S.L.C. (existing incumbents).			Pandits or Secondary Grade Training.	(Existing incumbents).	....
	(4) Oriental Title with 15 years' service as Pandit in High schools on 1st January 1948.			....	(2) Oriental Title only.	....
	(5) Oriental Title with less than 15 years' service on 1st January 1948.			....	(3) Pre-1926 Pandits without any Oriental Title.	....
	(6) Pre-1926 Pandits without any Oriental Title.			....	....	....

NOTE.—Untrained Oriental Title holders may be appointed in High Schools and Middle Schools if persons with Pandits' or Secondary Grade Training are not available.

(b) Classical Languages.	Same qualifications as in the case of Regional Languages.	....	(b) Classical languages.	Same qualifications as in the case of Regional Languages.	....
(c) Hindustani Teachers (Hindi).	(1) Degree in language or B.O.L. (Pass or Hons.) with S.S.L.C. completed or Oriental Title in Hindi with S.S.L.C. completed or Prachark diploma of the Hindustani Prachark Sabha, Madras, or equivalent thereto as may be prescribed by Government with completed S.S.L.C.	L.T., B.T. or B.Ed.	.. (c) Hindustani Teachers (Hindi).	(1) Oriental Title in Hindi or Pracharak diploma of the Hindustani Pracharak Sabha or equivalent thereto as may be prescribed by Government with educational qualifications at least III Form.	....
	(2) Oriental Title in Hindi or Pracharak diploma of the Hindustani Pracharak Sabha or equivalent thereto with the educational qualification of Form III.	Secondary Grade Training.	....	(2) Oriental Title in Hindi or Prachark diploma of the Hindustani Pracharak Sabha or equivalent thereto as may be prescribed by Government <i>without</i> the educational qualification of Form III.	....

Qualifications prescribed for staff in Secondary Schools—cont.

Serial number and name of post.	High schools.		Middle schools.		
	General educational qualifications.	Professional qualifications.	Name of post.	General educational qualifications.	Professional qualifications.
(1)	(2)	(3)	(4)	(5)	(6)
3. Pandits and Munshies, Grade I— <i>cont.</i> (c) Hindustani Teachers (Hindi)— <i>cont.</i>	(3) Oriental Title in Hindi or Pracharak diploma of the Hindustani Pracharak Sabha or equivalent thereto as may be prescribed by Government without the educational qualification of Form III. (For existing incumbents).	....	....	(For existing incumbents).	....
	(4) Oriental Title in Hindi or Prachark diploma of the Hindustani Prachark Sabha or equivalent thereto as may be prescribed by Government with 15 years' service as Hindustani Teacher in High schools on 1st January 1948.	....	....	(3) Oriental Title in Hindi or Pracharak diploma of the Hindustani Pracharak Sabha or equivalent thereto as may be prescribed by Government, with or without the educational qualification of Form III.	....

4. (a) Physical Education Teachers, Physical Director or Directress. B.A. or B.Sc. of any recognized University. Diploma in Physical Education granted by the Y.M.C.A. College of Physical Education, Saidapet, Madras, or a Government Diploma in Physical Education for whom issued after July 1943.

NOTE.—In schools with a minimum strength of 750 pupils and with three or more Physical Education Teachers. Physical Directors or Directresses, one for each school shall be appointed.

(b) Physical Education Teachers—

Physical Education Teachers—

- | | | | |
|--|--|--|--|
| <p>1) Men .. Intermediate in Arts of a University in the State of Madras or an equivalent examination or completed S.S.L.C. together with a Trained Teacher's Certificate of the Secondary Grade.</p> | <p>Government Teacher's Certificate in Physical Education of the Higher Grade.</p> | <p>(1) Men .. Completed S.S.L.C.</p> | <p>Government Teacher's Certificate in Physical Training of the Lower Grade.</p> |
| <p>(2) Women .. Intermediate in Arts of a University in the State of Madras or an equivalent examination or completed S.S.L.C. together with a Trained Teacher's Certificate of the Secondary Grade.</p> | <p>Government Teacher's Certificate in Physical Training of the Higher Grade or diploma in Physical Education for Women issued prior to July 1943.</p> | <p>(2) Women .. Completed S.S.L.C.</p> | <p>Government Teacher's Certificate in Physical Training of the Lower Grade.</p> |
| | | <p>(3) Assistant Physical Education Teachers. Completed S.S.L.C.</p> | <p>Government Teacher's Certificate in Physical Training of the Lower Grade.</p> |

NOTE.—Assistant Physical Education Teachers may be appointed only in High schools in which Physical Education Teachers are employed with the necessary qualifications.

Qualifications prescribed for staff in Secondary Schools—cont.

Serial number and name of post.	High Schools.		Middle Schools.		
	General educational qualifications.	Professional qualifications.	Name of post.	General educational qualifications.	Professional qualifications.
(1)	(2)	(3)	(4)	(5)	(6)
5. Specialist teachers for bifurcated courses—					
(a) Secretarial—					
(1) Assistant ..	Bachelor of Commerce	Teachers' Training or L.T. with Technical certificate of the higher grade in— (i) Book-keeping, (ii) Theory and Practice of Commerce, (iii) Banking, and (iv) Commercial Geography.	....	....	....
(2) Commercial Instructor.	....	A pass in Government Technical Examination of the higher grade in Shorthand or Typewriting. Preference will be given to those who have passed the higher grade examination in both the subjects.	....	....	....
(b) Engineering—					
(1) Instructor	....	L.M.E. or L.E.E. with three years' practical experience in Engineering workshop or three years' experience as Instructor in any recognized technical school.	....	....	....

(2) Assistant Instructor.	....	Same as above, with a minimum of one year's experience.	....	....	....
(3) Senior Mechanic.	First Form	Technical experience as first-class engine fitter or as Auto-mechanic for a period of at least five years.	....	....	....
(4) Junior Mechanic.	....	Good experience as a metal turner or carpenter.	....	....	....
(5) Attender ..	....	Good experience as a blacksmith or as a striker.	....	....	....
(c) Agriculture—Instructor ..	....	B.Sc. (Agriculture). In the absence of a B.Sc. in Agriculture, an Agricultural higher grade certificate holder.	....	....	....
(d) Domestic Science—					
(1) Assistant ..	Graduate in Home Science. (In the absence of persons with prescribed qualifications, a graduate in Home Science, untrained.)	L.T. or B.T. .. ..	....	....	....
(2) Attender (women).	III Form .. ..	....	....	....	....
(e) Drawing and Painting.	III Form	A group certificate in Drawing with a trained teachers' certificate of the higher grade.	....	....	....
(f) Music teacher—Vocal, Instrumental and tabla.	(i) Graduate in Music, or (ii) S.S.L.C. or Matriculation Examination.	Diploma in Music—Sangeetha Siromani or Sangeetha Bhushana.	....	....	....

Qualifications prescribed for staff in Secondary Schools—cont.

Serial number and name of post. (1)	High schools.		Middle schools.		
	General educational qualifications. (2)	Professional qualifications. (3)	Name of post. (4)	General educational qualification. (5)	Professional qualifications. (6)
5. Specialist teachers for bifurcated courses— <i>cont.</i>					
(f) Music teachers— <i>cont.</i>					
Instructors in Arts and Crafts.	Instructors in Arts and Crafts.	....	....
Arts	Crafts .. ..	....	....
Drawing and Painting.	Technical Teachers' Certificate of not lower than the higher grade.	Drawing and Painting.	Technical Teachers' Certificate of not lower than the higher grade.	....
Music	Trained Teachers' Certificate, higher grade and a pass in Government Technical Examinations in Indian Music in the higher grade with preference to one who holds a Diploma in Indian Music of the Madras University or the title of Sangeetha Bhushana of the Annamalai University or the title of Sangeetha Siromani of the Madras University or the Degree of Bachelor of Arts of the Madras University with Indian Music under Part III of the Degree course; with further preference to one who in addition possesses a Technical Teachers' Certificate of any grade. Teachers' Certificate in Indian Music awarded by the Secretary to the Commissioner for Government Examinations is also a sufficient qualification, provided the candidate is the holder of a completed S.S.L.C.	....	....	....

(h) Crafts—					
(1) Sewing or Industrial Teachers in Secondary and Training Schools for girls.	.....		Group Certificate in Needle work and Dress-making under the scheme of Government Technical Examinations.	.....	.....
(2) Manual Training Instructors in wood-work.	Completed S.S.L.C.	..	Manual Training Certificate of the Teachers' College, Saidapet.	.....	.....
(3) Instructors in Weaving.	Completed III Form Certificate of a Secondary School or VIII Standard Certificate of a Higher Elementary School or General Educational qualification considered equivalent thereto by the Director of Public Instruction.		(i) Evidence of having satisfactorily completed the Artisan Course in Weaving in the Government Textile Institute, Madras, or a training course in any other institution approved by the Manual Training Expert; or (ii) A Technical Teachers' Certificate of the lower grade in Weaving.	.....	.....
(4) Instructors in Tailoring.	Do.		(i) Technical Teachers' Certificate of the lower grade in Tailoring; or (ii) Certificate of training in an approved Tailoring Institute.	.....	.....
(5) Instructors in Rattan work.	Do.		Evidence of having successfully completed a course of training in Rattan work in any of the following institutions :— (i) Methodist Mission Industrial School, Karur.	.....	.....

Qualifications prescribed for staff in Secondary Schools—cont.

Serial number and name of post.	High schools.		Middle schools.		
	General educational qualifications.	Professional qualifications.	Name of post.	General educational qualifications.	Professional qualifications.
(1)	(2)	(3)	(4)	(5)	(6)
5. Specialist teachers for bifurcated courses— <i>cont.</i> (h) Crafts— <i>cont.</i>					
(5) Instructors in Rattan work— <i>cont.</i>	Completed III Form certificate of a secondary school or VIII Standard certificate of a Higher Elementary school or general educational qualification considered equivalent thereto by the Director of Public Instruction.	Evidence of having successfully completed a course of training in rattan work in any of the following institutions— <i>cont.</i> (ii) Harijan Industrial School, Kodambakam, Madras. (iii) American Mission Industrial School, Guntur. (iv) Anjuman Industrial School, Madras.	.....	.....	.....
(6) Instructors in Book Binding.	Do.	Government Technical Teachers' Certificate in Book Binding of the lower grade.	.....	.....	.....
(7) Instructors in Engraving.	Do.	Art Masters' Certificate in Engraving and Drawing of the Teachers' College, Saidapet.	.....	.....	.....
(8) Instructors in Horticulture.	Do.	Government Technical Teachers' Certificate in Agriculture of the lower grade.	.....	.....	.....

(9) Instructors in Textile Printing.	Do.	Successful completion of a course of training in an institution approved by the Director of Public Instruction.	---	---	....
(10) Instructors in woollen carpet weaving.	Do.	Certificate of the Madras Government Textile Institute Pile Carpet Weaving Course.	---	---	....
(11) Instructors in metal work (sheet metal work, fitting, forging and turning.)	Do.	Successful completion of a course of training in an institution approved by the Director of Public Instruction.	....	....	....
(12) Instructors in aluminium work.	Do.	Do.	....	....	....
(13) Assistant Manual Training Instructors in—	Do.	Do.	....	....	....
(a) Wood work.	Do.	Art Master's certificate in wood work of the Teachers' College, Saidapet.	....	....	....
(b) Weaving ..	Do.	Government Technical Teachers' certificate of the Lower Grade in weaving or the certificate of the Madras Government Textile Institute Artisan course or successful completion of 'Bnayyee Course' conducted by the All-India Spinners' Association.	....	....	....

Qualifications prescribed for staff in Secondary Schools—cont.

Serial number and name of post.	High schools.		Middle schools.		
	General educational qualifications. (2)	Professional qualifications. (3)	Name of post. (4)	General educational qualifications. (5)	Professional qualifications. (6)
5. Specialist teachers for bifurcated courses—cont.					
(h) Crafts—cont.					
(13) Assistant Manual Training Instructors in—cont.					
(c) Rattan work.	Completed III Form certificate of a secondary school or VIII Standard certificate of a higher elementary school or general educational qualification considered equivalent thereto by the Director of Public Instruction.	Evidence of having successfully completed a course of training in rattan work in any of the following institutions:— (i) Methodist Mission Industrial School, Karur. (ii) Harijan Industrial School, Kodambakkam, Madras. (iii) American Mission Industrial School, Guntur. (iv) Anjuman Industrial School, Madras.	....	....	....
(d) Engraving ..	Do.	Art Master's certificate in engraving and drawing of the Teachers' College, Saidapet.	....	....	....
(e) Book-binding.	Do.	Government Technical Teacher's Certificate in Book-binding of the Lower Grade.	....	....	....

(f) Horticulture ..	Do.	Government Technical Teachers' certificate in agriculture of the Lower Grade.	....	....	....
(g) Tailoring ..	Do.	Government Technical Teachers' certificate of the Lower Grade in tailoring or certificate of training in an approved tailoring Institute.	....	....	....
(h) Textile Printing.	Do.	Successful completion of a course of training in an institution approved by the Director of Public Instruction.	....	....	....
(i) Woollen carpet weaving.	Do.	Certificate of the Madras Government Textile Institute Pile Carpet Weaving Course.	....	....	....
(j) Metal work ..	Do.	Successful completion of a course of training in an institution approved by the Director of Public Instruction.	....	....	....
(k) Aluminium work.	Do.	Do. ..	....	....	....

The Director may relax the qualifications prescribed for Manual Training and Assistant Manual Training Instructors where necessary.

APPENDIX III.

Scales of pay of different categories of teachers in (1) Government service, (2) local board service and (3) other service.

Grade. (1)	Government.		Local board.		Private.			
	(2)		(3)		(4)		(5)	
Headmasters of schools having up to Form V or VI.	Rs. 165—5—205—10—245 plus special pay of Rs. 10 or Rs. 25 according to the strength, i.e., 500 and below and above 500 respectively.		Rs. 150—10—200 plus special pay of Rs. 10 or Rs. 25 according as the strength is 500 and below or above 500.		Headmasters of schools with 12 sections or less in Forms I to VI.		Rs. 150—10—200 plus special pay of Rs. 10 or Rs. 25 according as the strength is 500 and below or above 500.	
Headmasters of schools with Form IV and below.	Rs. 85—5—135—10—175 plus special pay as mentioned above.		Rs. 75—5—145 plus special pay as mentioned above.		Headmasters of schools with sections 12 to 24 in Forms I to VI.		Rs. 165—7½—225—10—245 plus special pay of Rs. 10 or Rs. 25 according as the strength is 500 and below or above 500.	
					Headmasters of schools with 25 sections or more in Forms I to VI.		Rs. 250—15—400 plus special pay of Rs. 10 or Rs. 25 according as the strength is 500 and below or above 500.	
		RS.		RS.		RS.		
L.T. Assistants	85—5—125—10—175	..	75—5—145	..	75—5—145	..	..	....
Secondary grade teachers ..	45—3—60—2—90	..	42—2—85	..	45—2—85	..	..	....
Pandits and Munshis—								
Grade I—High schools—								
(1) With requisite qualifications.	85—5—125—10—175	..	75—5—145	..	75—5—145	..	..	....
(2) Old incumbents	65—5—130	..	60—4—120	..	60—4—120	..	..	....
Grade II—Middle schools ..	45—3—60—2—90	..	45—2—85	..	45—2—85	..	..	....
Hindustani teachers—								
High Schools—								
(1) With requisite qualifications. ..	85—5—125—10—175	..	75—5—145	..	75—5—145	..	..	....

(2) With Form III ..	65-5-130	..	..	60-4-120	..	..	60-4-120	..	..	....
(3) Without Form III ..	55-5-115	..	..	50-4-110	..	..	50-4-110	..	..	....
Middle schools—										
With Form III ..	45-3-60-2-90	..	..	45-2-85	..	..	45-2-85	..	..	....
Without Form III ..	40-2-80	..	..	40-2-80	..	..	40-2-80	..	..	....
Physical Training Instructors—										
(1) Holders of diploma or higher grade certificate.	50-2-70-2½-95	..	..	50-2-70-2½-95	..	..	50-2-70-2½-95	..	..	....
(2) Lower grade certificate, Y.M.C.A. trained prior to 1937-38 for one year.	45-2-75	..	..	45-2-75	..	..	45-2-75	..	..	....
(3) Old Gymnastic teacher's certificate.	40-1-60	..	..	40-1-60	..	..	40-1-60	..	..	....
(4) Existing exempted P.T. Instructors.	....	..	..	30-1-50	..	..	30-1-50	..	..	....
Manual Training Instructors.	60-4-100	..	..	50-2-90	..	..	50-2-90	..	..	....
Assistant Manual Training Instructors.	35-2-55	..	..	30-1-45	..	..	30-1-45	..	..	....
Drawing Masters ..	45-3-60-2-90	..	..	45-2-85	..	..	45-2-85	..	..	....
Commercial Instructors ..	60-4-100	..	..	50-2-90	..	..	50-2-90	..	..	....
Music Instructors—										
Grade I ..	45-3-60-2-90	..	..	45-2-85	..	..	45-2-85	..	..	....
Grade II ..	....	..	..	40-1½-70	..	..	40-1½-70	..	..	....
Sewing and Needle-work Instructors ..	45-3-60-2-90	..	..	40-1½-70	..	..	40-1½-70	..	..	....
Craft Instructors ..	....	..	..	....	..	..	....	..	..	....
Secondary grade training with a certificate in craft.	50-2-90	..	..	50-2-90	..	..	50-2-90	..	..	....
S.S.L.C. passed and trained in craft.	45-2-85	..	..	45-2-85	..	..	45-2-85	..	..	....

CHAPTER VI.

TRAINING OF TEACHERS.

Introduction.

Amongst the major problems that had to be faced in the field of education, the provision of adequate and well-trained personnel was, perhaps, the most thorny. For various reasons not many suitable persons could be tempted to take to teaching. With the conditions of life, prospects and treatment offered in many places, the right type of men were not ready to be enlisted in the teaching profession.

Consequent on the changes in the scheme of education and curriculum in the elementary and secondary stages, re-orientation had to be given to teacher-education. Training college syllabuses were altered. Basic Training schools were introduced. Different types of training institutions came up during the quinquennium to provide for the new types of teachers required. So in addition to the usual training schools, adult training schools, training for physical education, training of craft teachers, training of music teachers, training of pandits, training of primary school teachers and the training of teachers for the handicapped children were conducted during the period. Some of the special training courses started were new and special developments of the period 1947-48.

I. TRAINING OF GRADUATE TEACHERS IN THE TRAINING COLLEGES.

(a) Re-orientation.

Consequent on the reorganization of the High school curriculum and syllabus, in 1948-49, the B.T. scheme of work was also reorganized so as to equip teachers for their immediate work. A revised scheme for the training of graduate teachers was adopted by the University of Madras from the beginning of the academic year 1950-51.

Instead of the methods of teaching History or Geography, Social Studies was introduced and what was divided into Physical and Natural Science was merged into General Science. The B.T. curriculum has become very comprehensive providing training in the various aspects of school work, including citizenship training, the use of Audio Visual aids, Arts and Crafts, Physical Training, etc. Provision is made for every student to get some knowledge of the teaching of every subject. This may not make him competent to teach every subject in the curriculum, and that is mainly because his background in the subjects other than those in which he has specialized is usually very poor, but at least it gives him an intelligent understanding of the approach to different subjects, and should be helpful for those who might

become Headmasters or inspecting officers. The scheme gives a new emphasis to the practical aspects of training, including not only teaching practice but the use of various teaching aids and apparatus, measurement and diagnosis, and practical aspects of health education. At least five weeks are to be devoted to practice teaching, out of which three weeks are continuous. During this period they are expected to be apprenticed to class-room teachers, whose general duties they have to share as far as possible. For the purposes of the B.T. Degree, students are awarded a class in teaching practice on the basis of assessment by the University supervising examiners.

Among the important new provisions on the theoretical side, are the introduction of Education, Sociology and the increased emphasis on general methods as compared with special methods, "Methods of Teaching Indian Languages" and "Basic Education" are among the optional subjects provided for.

The intention of the new scheme is to prepare teachers for an education which is based, primarily, on activity methods, and in which the studies of the school are organically related both to one another and to life.

(b) Training colleges and enrolment.

The number of Training colleges which was only six at the beginning of the quinquennium increased to 14 by the end of the quinquennium. Thus the number of Training colleges in the State more than doubled itself during the period.

	1947-48.	1951-52.
Number of Training colleges—		
(a) For men	3	10
(b) For women	3	4
Total ..	6	14
Number of students : B.Ts.—		
(a) Men	269	654
(b) Women	195	228
Total ..	464	882

With the rapid expansion in the number of Secondary schools the necessity for opening more Training colleges was keenly felt.

The necessity to open Training colleges in the various linguistic areas in the Province was felt, because students had to be provided with practice teaching through their own languages, and they had to acquire the facility to teach through that medium.

During 1950-51, seven new Training colleges were opened. The strength in the various Training colleges in the B.T./B.Ed. Class at the end of the quinquennium is given below:—

	Men.	Women.	Total.
<i>Men's Institutions.</i>			
1 Government Training College, Rajahmundry.	90	8	98
2 M.R. College (B. Ed. section), Vizianagaram.	52	6	58
3 Andhra Christian College (B. Ed. section), Guntur.	72	..	72
4 Government Teachers' College, Saidapet	132	..	132
5 Meston Training College, Madras ..	63	..	63
6 Dr. A.C. Training College, Karaikudi.	67	..	67
7 St. Xavier's Training College, Palayamkottai.	39	..	39
8 R.K. Mission Training College, Perianaickenpalayam.	42	..	42
9 Government Training College, Kozhikode.	57	26	83
10 Government Training College, Mangalore.	40	3	43
<i>Women's Institutions.</i>			
1 St. Joseph's Training College, Guntur.	..	20	20
2 St. Christopher's Training College, Madras.	..	57	57
3 Lady Willingdon Training College, Madras.	..	85	85
4 St. Ann's Training College, Mangalore ..	..	23	23
Total ..	654	228	882

(c) *Salaries.*

Lecturers in the Government Training colleges were members of the Madras Educational Service and were on the grade of Rs. 230 to 700 per mensem. Assistant Lecturers in the Government Training Colleges were on the grade of Rs. 165 to 250 per mensem.

Lecturers in the aided private colleges were paid the scales prescribed by the University.

(d) *New types of Institutions.*

No new types of training colleges were started during the period.

II. NEW EXPERIMENTS AND OUTSTANDING PROBLEMS.

Problems.

1. Consequent on the reorganization of the High school curriculum and syllabus, the B.T. Scheme was reorganized. Instead of the methods of teaching History or Geography, Social Studies was introduced and Physical Science, and Natural Science were merged into General Science. These changes have made it necessary for a Mathematics graduate, for example, who would

normally select for his optionals the methods of teaching Mathematics and Science, to teach an aspect of Science totally unfamiliar to him—viz., Natural Science. Similarly a History graduate taking English and Social Studies may be stumped by the Geographical aspect. Such students have to spend considerable time, learning the subject-matter of these subjects, and often, only what is immediately necessary is learnt. With such a poor background of knowledge and hand to mouth existence as it were, teaching can never be very satisfactory, because the teacher has to know very much more than he actually does impart to pupils.

2. In the reorganized B.T. syllabus a great deal of importance is placed on practical work and practice teaching. At least five weeks are devoted to the latter. During the period they are expected to be apprenticed to class-room teachers, whose general duties they have to share as far as possible. The success of this scheme depends, to a great extent, on the co-operation of practising schools. They not only have to supervise some of the teaching and give helpful criticism of the notes of lessons, aids, etc., but also to provide opportunity for the student to enter into many school activities.

3. Another new feature is the system of supervising Examiners appointed by the University to assess practical work. This was an internal examination till 1950-51. An external examining body might be useful as standards are bound to differ from college to college and also have a good effect on students who are likely to skip work which is not done for an external examination. The effect on the contrary type of student or college is not quite so wholesome. The work tends to become cramped by examination purposes and wholly misobviated by examinations—spectacular work often tends to get more credit than what is more solid or lasting, or there is no time to try to achieve the more lasting effects because of the need to make an immediate impression. Much depends on the personal equation.

4. The work of the Training college is made all the more difficult because of the poor background of the students. It must be admitted that many of them have not sufficiently grasped the fundamentals of their degree subjects, in order to be able to teach them. Their motivation, methods of study and attitudes have to be changed. Many of them also come from institutions which have given them very narrow training and that too of an academic nature only. They have not been helped to develop interest or skill in dramatics, arts and crafts or games, and a class-room teacher who is not versatile is always at a disadvantage. There is no doubt a vicious circle. The Training colleges blame the teaching institutions for the poor equipment of the students and the latter blame the Training colleges for the poor quality of teachers.

It is good to recognize that teachers' training can never be completed in a year, and it is not reasonable to expect it to be. The teacher must go on learning and gaining in experience till the end of his career and life. New methods, new technique must be adopted and new activities, learnt. Headmasters must finish the job which the Training colleges begin, and schools must not expect finished products from Training colleges.

The realization of this fact alone would exempt Training colleges from much of the blame attached to them. All that a teacher will need to know till the end of his career cannot be taught in a year, nor in two or three years for that matter. And it would be useful for the Training colleges to remember that stimulation of interests is one thing, and hurrying the student along, with neither time nor leisure to enjoy these activities or absorb anything that is learnt, is another matter.

A. New Scheme and Experiments.

1. *Shortened training courses for graduate secondary grade teachers.*

With a view to meet the difficult situation created by the shortage of teachers, Government approved the proposal of the Director of Public Instruction for the training course of a three months' duration to be organized at The Teachers' colleges for secondary grade teachers who were graduates. The short training courses of three months' duration commenced in the Teachers' College, Saidapet, as per sanction of G.O. Ms. No. 2254, Education, dated 12th July 1949. At the end of the course a public examination was conducted by the Secretary to the Commissioner for Government Examinations, and the Director of Public Instruction, Madras, issued the Collegiate Teachers' Certificates, to the teachers who satisfactorily completed the course and came out successful in the examination, as per Madras Educational Rules. These certificates were considered equivalent to B.T. or B.Ed. They were given the status of the B.T. or B.Ed. Degree holders for the purpose of work in High schools and Training schools, under the management of Local bodies and private managements. The holders of these certificates were entitled to the same status and privileges enjoyed by B.T. Degree holders in the above classes of institutions recognized by the Director of Public Instruction, Madras. They were also eligible for appointment as Headmasters of Middle schools, High schools and Training schools.

The last course commenced in June 1949. During 1952 the above course was affiliated by the Registrar, University of Madras, in his letter No. A. 2600, dated 28th May 1952, for the presentation of candidates for the B.T. Degree Examination of the Madras University.

(i) Particulars regarding the number of courses conducted at Saidapet.

(ii) Number who underwent the course and received the Collegiate Teachers' Certificate is given below;—

Serial number and period of the course.	Number admitted.	Number received (Collegiate Teachers' Certificates.)
(1) July to October 1949	27	27
(2) January to April 1950	37	34
(3) July to October 1950	21	21
(4) July to October 1951	39	36

Proposals to permit the teachers who already underwent the above course and received the Collegiate Teachers' Certificates for writing the B.T. Degree Examinations conducted by the University of Madras, are under consideration.

Pandits' Training Classes in the Training Colleges.

As the regional languages gained their importance, the Government decided to provide training for the Pandits in the State in the modern methods of teaching the regional languages. This was a special work and a new venture attempted in the Quinquennium. The training was intended to turn out a better type of Pandits, equipped with a knowledge of the teaching methods. Pandits' Training classes were attached to the Government Training Colleges at Saidapet (Tamil), Rajahmundry (Telugu), Mangalore (Kannada), Kozhikode (Malayalam) and the Government Arts College (Urdu), Madras.

The report of the work done in these different centres received from the Principals is summarized below:—

(a) *Teachers' College, Saidapet.*—The Pandits' Training Course was started in July 1948 with five pandits. All appeared for the examination in 1949 and came out successful. In the following year 16 were admitted and they also met with good success. In 1949-50 and 1951-52, 25 and 37 Pandits respectively sought admission. There was only one failure in the 1950-51 batch. On the whole 93 pandits took this training up to March 1952.

(b) *Training College, Rajahmundry.*—The Pandits' Training section for Telugu came into existence in July 1947. Five batches of trainees were sent up for the Government examinations from 1947—1952. The following are the number of Pandits trained up to March 1952:—

Period.	Number of trainees.	Number passed.
July 1947 to March 1948	13	13
July 1948 to March 1949	20	19
July 1949 to March 1950	36	34
July to December 1950	50	40
July to December 1951	53	51

(c) *Government Training College, Mangalore.*—The Pandits' Training class was attached to the Government Arts College till 1949. The class was subsequently transferred to the Government Secondary and Training School, and was conducted in that school from July 1948 to April 1949. Twenty students were trained during that year. Another training course was held during 1949-50, and 16 students underwent training during that year. The Pandits' Training class was transferred to the control of the Training College in July 1951, and one class was conducted in 1951-52 with 16 candidates. All the 16 candidates passed in the examination.

(d) *Training College, Kozhikode.*—Three training courses were conducted at Kozhikode for Malayalam Pandits. The following were the number of trainees :—

Year.	Number of trainees.	Number passed.
1948-49	13	12
1949-50	14	14
1950-51	No class	..
1951-52	17	15

The first two courses were attached to the Training school, and the last course was in the Training College.

(e) *Government Arts College, Madras—Urdu Pandits' Training Course.*—The following were the number of Pandits trained :—

Year.	Number trained.	Number passed.
1950	9	8
1951	5	5
1952	8	7

General.—Pandits with oriental titles and some teaching experience were admitted.

Originally the period of training was for nine months, i.e., one full academic year. From July 1950 the period of training was reduced to six months.

Apart from Manual Training, Drawing and Physical Education, Methods of Teaching the Language and Psychology were the two subjects in which instruction was imparted. Teaching Practice and Observation Schemes were also laid down as for the B.T. or B.Ed. course. At the end of the course, an examination was conducted by the Commissioner for Government Examinations, and certificates were issued to the successful candidates.

There is no doubt that the scheme is educationally sound, but unless something is done to attract trainees either by way of stipends or priority in the matter of recruitment to appointment, the results achieved cannot be deemed to be satisfactory or commensurate with the trouble and expenditure involved. It

was found that some of the trained people were not able to secure appointments, because the untrained pandits were continued. There is no order yet insisting upon the appointment of trained pandits in preference to untrained pandits.

Master of Education Course.

The M.Ed. course continued throughout the period 1947—1952 at the Meston Training College in co-operation with the other three Training colleges in Madras. The strength of the class was 13 men and 5 women, in 1951-52. The total number of students in the M.Ed. degree class during 1947—1952 was 62. Of these 48 students were awarded the degree.

Experiments conducted in colleges.

Educational tests.—St. Christopher's Training College, Vepery, Madras, drew up seven educational tests with the help of Rev. E. W. Menszel, visiting member of the staff, and one test was drawn up by Miss J. F. Forrester, Ph.D., a member of the staff. These were administered to school children by the training college students, and the results analysed. The following were the tests:—

(1) Madras non-verbal tests for general intelligence, Junior level age 9—13.

(2) Madras non-verbal tests for general intelligence (experimental form). Junior level age 10—12.

(3) Madras test for general intelligence (Tentative form) age 13—15.

(4) Madras test for general intelligence, Senior level ages 13—16.

(5) Madras 1½-hour achievement test in Middle school subjects (in Tamil).

(6) Two-hour achievement test (in Form I entrance).

(7) Madras 2½-hour achievement test in Middle school subjects.

(8) Grammar test for elementary identification.

Selection test.—Another experiment made by the staff of St. Christopher's Training College, Madras, was on a selection test battery for entrance to Teacher training.

Statement of the problem.—Candidates for admission to the Secondary training for teachers are generally selected on the basis of the marks gained by them in S.S.L.C. Examination and recommendation from the schools in which they studied. The examination marks may not be an accurate indication of their intellectual ability, for several reasons well known to teachers, and even if it were to be relied on for this purpose, it need not, necessarily, indicate the best future teachers. The recommendations from the different schools are helpful, but some Heads of schools tend to praise their pupils while others are more reserved in their recommendations. A better way of selecting was, therefore, sought.

Procedure.—The staff discussed the abilities needed to make a good teacher and devised tests to try and measure, not ability in teaching, which could not be expected at this stage, but aptitude. After five months the staff gave their impressions on the progress of the students, and a comparison was made to see whether test results had higher prognostic value than S.S.L.C. marks.

The Tests.

1. The Madras test for general intelligence, Senior level, ages 13 to 16 was given.

2. Two members of the staff interviewed each student and gave a grade often noting her posture, neatness, voice and general bearing.

3. The students were told that they were to take 12 children for a game and were allowed to choose a game and ask for equipment, if necessary. They were graded on their manner towards the children, their explanation and conduct of the game, including the way in which they tried to get the pupils to obey the rules.

4. A film on the upbringing of children was shown. The students were then divided into groups for discussion. Each group was observed for a few minutes, first by one member of the staff and then by another. The two members of the staff then shared their observations and gave a grade to each student according to the understanding of the film, her ability to take part and speak to the point; and her aptitude towards her fellow students. As the students were new, they were asked to wear their numbers, painted on paper fixed to their fronts and backs and this facilitated noting the impressions gained.

5. The students were asked to write a short story, each one different from the others. The next day they were given paper, paint, crayons, cardboard, clay, cloth, needle, thread, etc., and asked to produce a picture or a model to illustrate the story, suitable for use in a class. They were graded on the suitability of the picture produced rather than on purely artistic merit. Notes were made of their quickness in getting to work, and on their behaviour towards each other in collecting the equipment and materials they wanted.

6. As a test of their usage of language and their ability to express themselves in an interesting way, the students were asked to write about "My Home" for twenty minutes, and their essays were graded. This was also intended to give an opportunity for the staff to learn something of their home background, their family, their position in the family, etc., which might affect their suitability for the teaching profession.

7. Fifteen items from an American "Teaching Aptitude Test" were translated into Tamil and Telugu and given to the students.

These were of two types. An example of the first type of which 5 were given is, "Young children like best games which call for

Endurance	Rhythm and repetition
Initiative	skill."

The best answer has to be indicated. An example of the second type of which ten were given is "All children are born equal in mental ability", state whether true or false.

The grades given for those seven tests were tabulated. The names were then divided into the best quarter, the average students (half the number), and the poorest quarter. The same was done with the S.S.L.C. marks. After five months the members of staff who had contact with the students gave their estimates of the students' ability, each dividing them into the best quarter, the average students and the poorest quarter. Comparing the estimates of the staff with (1) the test results, (2) S.S.L.C. marks, it was found that the diagnostic value of the test results was no better than the S.S.L.C. results. In both cases a few students who were near the top of the list were near the bottom of the other.

(e) *Expenditure.*

The total amount (direct charges) spent on the Training colleges in the State was Rs. 5,17,120 in 1947-48 and Rs. 7,80,393 in 1951-52.

The total amount of grant paid to the aided Training colleges in 1951-52 was Rs. 1,52,872. The expenditure (direct charges) from public funds on the Training colleges during 1951-52 was Rs. 5,30,675. This was 68.0 per cent of the total expenditure.

The shortened Training Course conducted in the Government Training College, Rajahmundry, from December 1949 to October 1952.

The Government in their G.O. No. 3106, Education, dated 10th October 1949, sanctioned the starting of a shortened course of training extending over a period of three months for Graduates who are Secondary grade trained teachers of not less than three years' service in recognized schools. The course is entirely intended for the benefit of teachers employed in local bodies and aided schools; its scope, however, is not extended to teachers employed in Government institutions.

Four batches of students, having the above qualifications, have so far been trained in this college.

The first course of training extended from 1st December 1949 to 3rd March 1950, during which period twenty-nine candidates

were trained. The following are the subjects in which this batch of students were trained :—

- (1) Educational Psychology.
- (2) School Organization and History of Education, and any two subjects from the following groups :—

(No two subjects should be from the same group.)

A Group.	B Group.	C Group.
Mathematics.	Physical Science.	English.
Geography.	History.	Telugu.

The second course of training extended from 10th July to 6th October 1950 during which period also 29 candidates were trained. With the reorganization of the B.Ed. syllabus in 1950 the scheme of the shortened course of training also had to be reorganized. The following is the scheme of subjects in which pupil-teachers are trained from July 1950 to date :—

- I. Educational Psychology, Sociology and Educational Measurement.
- II. Principles of education and general methods of teaching.
- III. (a) School Organization and Management.
(b) Basic Education.
- IV. Methods of Teaching and Learning (special subjects).

The third course of training extended from 9th July to 5th October 1951, and the fourth extended from 9th July to 10th October 1952 giving training to 46 and 51 candidates respectively. The scheme of subjects, etc., followed for both the batches is just the same as the one followed for Batch II.

All the candidates who have so far undergone the shortened training course have passed the examinations prescribed by the Commissioner for Government Examinations (both practical as well as written) thereby qualifying themselves for appointment to posts of B.Ed. and B.T. Assistants in schools under local bodies and aided managements.

Besides, a large many of these trainees have taken the B.Ed. degree of the Andhra University also by having taken that examination privately, a facility afforded by the Andhra University for the shortened course trainees, who have successfully undergone training in this institution.

B. Ordinary (Non-basic) Training Schools.

(a) *Re-orientation.*

The Training School-Leaving Certificate Scheme of 1942 and the curriculum continued to be in force during the period. No changes were effected till 1951. In 1951 consequent on the reorganization of the Secondary Education Scheme introducing Social Studies in the Middle school forms, the teaching of Social Studies was introduced as a subject for Secondary Grade Training.

The Text-book in English was abolished in 1951. To meet the requirements of the Reorganized Scheme of Secondary Education and those of Basic Education in future, the following crafts were introduced in the Training Schools^a :—

Men.—Spinning and Gardening and Woodwork or Handloom weaving.

Women.—Spinning and Gardening and Home Craft.

Provision for these crafts was made compulsory in all the Secondary grade training schools. Gardening was already there as part of the work in all training schools; but had to be made more thorough and systematic, and spinning was additionally provided for.

There was already provision to teach Woodwork and Weaving by qualified Manual Training Instructors. Definite standards of production in the matter of quantity and quality were to be aimed at.

No changes were effected in the Elementary Grade Training Course.

Relaxation of rule 104 of the Madras Educational Rules.—The provisions of rule 104 of the Madras Educational Rules regarding the qualifications for admission of pupils for Secondary grade training were relaxed during 1949–50. Teachers of the Higher Elementary Grade who had undergone the training course of that grade in or after 1940–41, and teachers of that grade who had undergone training prior to 1940–41 and had five years' teaching experience subsequent to the passing of the Teachers' Certificate examination of that grade were also permitted to appear for the secondary grade T.S.L.C. Examination without further training if they secured in the S.S.L.C. Public Examination of this State the marks prescribed in Government Memorandum No. 70123-C-1/49-1, Education, dated 8th November 1949.

The provisions of rule 104 of the Madras Educational Rules regarding the qualifications for admission of pupils for the Secondary Grade training were again relaxed during 1950–51. The concession of private appearance for the T.S.L.C. Examination of the Secondary Grade under rule 138, Madras Educational Rules, was extended to persons who possess teachers' certificates issued in Burma or Malaya and refugee teachers from Pakistan, provided the teachers' certificates possessed by them were evaluated by the Director as equivalent to the T.S.L.C. of the Higher Grade of this State and they have also put in at least three years of service as teachers in recognized schools in this State, and possessed or have subsequently acquired general educational qualifications accepted by the Director for purposes of admission into Secondary Grade training course. Teachers trained in Malaya or Burma and refugees from Pakistan were also permitted to appear privately for the T.S.L.C. Examination of the Elementary Grade if the certificates possessed by them were evaluated by the Director as equivalent to the Lower Grade Certificate of the State (G.O. Ms. No. 385, Education, dated 15th December 1951).

^a Director's Proceedings C. No. 369-L/49, dated 11th December 1949.

All Lower Grade trained teachers working in schools under Departmental control were also permitted to appear for the Higher Grade T.S.L.C. Examination under the Revised Scheme during 1951-52 irrespective of the fact of their having previously appeared or not for the examination ^a.

Manual Training Instructors who held the Manual Training Certificate of the Teachers' College, Saidapet, and who had five years' teaching experience in recognized schools of this State were permitted^b to appear privately for the T.S.L.C. Examination of the Secondary Grade provided they had secured the minimum marks in the S.S.L.C. Examination as in the case of Higher Elementary trained teachers—vide rule 138 of the Madras Educational Rules.

During 1951-52 the concession of private appearance for the T.S.L.C. Examinations of the Secondary or the Higher Elementary grade, as the case may be, to persons who possessed the teachers' certificate issued in Travancore-Cochin or Mysore or Hyderabad States, was extended to them subject to the following conditions^c :—

(1) that their certificates have been evaluated by the Director as equivalent to Elementary (Higher or Lower) grade of this State for purposes of assessment of grant ;

(2) that they have put in at least three years of service as teachers in recognized schools in the State ; and

(3) that in the case of persons seeking permission to appear for the T.S.L.C. Examination of the Secondary Grade, they possess or have subsequently acquired a certificate equivalent to the S.S.L.C. of this State declaring them eligible for University courses of study or have obtained the marks prescribed for eligibility to public service in the State.

Candidates who have passed the three compulsory subjects and failed in English in the E.S.L.C. Examination were permitted to be admitted temporarily to the Elementary Grade Training Course. Later Government ordered^d that the concession be retained as a permanent measure, with effect from 1951-52.

In 1951 Government passed an order^e that the inmates of the Service Home for Women, Madras, which is run by the Department of Women's Welfare should be shown preference in the matter of admissions. It has also been ordered that candidates who are trained in the methods of adult education may be given preference for admission into the training courses if they are otherwise eligible.

^a G.O. Ms. No. 1864, Education, dated 26th June 1950, as amended in Government Memorandum No. 24097-D/50-1, Education, dated 24th August 1950.

^b Government Memorandum No. 33849-D/50-1, Education, dated 11th November 1950.

^c G.O. Ms. No. 49, Education, dated 9th January 1952.

^d Memorandum No. 19785-D/51-1, Education, dated 16th July 1951.

^e G.O. Ms. No. 1408, Education, dated 21st May 1951.

(b) *Training schools and enrolment.*

The number of training schools for men was 75 and the number of training schools for women was 85 (total 160) during the first year of the quinquennium and 62 schools for men and 71 schools for women (total 133) during the last year (1951-52).

The distribution of these institutions according to the medium of instruction was as follows during 1951-52 :—

(1)	Men's insti- tutions.	Women's institutions.
(2)	(3)	
Telugu	23	22
Tamil	24	34
Both Tamil and Telugu	1	1
Kannada	4	4
Malayalam	7	7
Urdu	3	3

During 1947-48 the number of men's Training schools under Government and aided managements were 48 and 27 respectively. During 1951-52 they were 29 and 33. The number of women's Training schools under Government and aided managements were 37 and 42 respectively in 1947-48 and were 25 and 46 in 1951-52.

Emergency Training Course.—The Government approved in 1946^a the proposal that the two-year course for Secondary grade training might be held in abeyance during 1946-47 and that a course of one year's duration might be conducted instead. But during the first year of the quinquennium (1947-48) emergency secondary grade course of training of twelve months' duration which was started in the previous year to meet the demand for a large number of better qualified teachers was abolished. In G.O. No. 738, Education, dated 15th April 1947, the Government approved the reversion to the usual two-year course of Secondary grade training. Although the emergency secondary grade training was discontinued from June 1947, the introduction of it gave an impetus to the starting of normal two-year secondary grade training sections in many of the Training schools which had the emergency courses. Thus both in itself and by subsequent developments the emergency training course made a gratifying contribution to the annual out-turn of secondary grade teachers by more than doubling the figure in the course of two years from 1,679 in April 1947 to 3,801 in April 1949.

Additional training classes.—In G.O. No. 738, Education, dated 15th April 1947, the Government sanctioned the opening of fifty new Secondary grade and fifty new Elementary grade training classes in 1947-48.

^a G.O. Ms. No. 1018, Education, dated 21st May 1946.

(c) Enrolment.

The total strength of scholars during 1947-48 and 1951-52 are given below:—

	Men.	Women.	Total.
1947-48	11,761	6,193	17,954
1951-52	10,826	8,029	18,855

(d) New types of institutions—Nil.

(e) Expenditure.

The total amount of expenditure (direct charges) on the normal Training schools in the State during 1951-52 was Rs. 18,91,125. Of these Rs. 8,01,938 was on Government institutions and Rs. 10,89,187 on aided training schools.

Stipends.—In G.O. No. 1018, Education, dated 21st May 1946, the Government directed that the rates of stipends given to candidates undergoing Elementary grade and Secondary grade training be raised from Rs. 8 to Rs. 12 and Rs. 12 to Rs. 18 a month respectively. Further continuance of this temporary increase in the rates during the two years 1948-49 and 1949-50 was sanctioned in G.O. No. 509, Education, dated 24th February 1949. In G.O. No. 3118, Education, dated 11th October 1949, Government sanctioned the continuance of the payment at the increased rates for a further period of two years, viz., 1950-51 and 1951-52. In G.O. No. 712, Education, dated 4th March 1950, as amended in Memorandum No. 3105-D/50-1, Education, dated 5th May 1950, Government accorded sanction for the payment of stipends at the increased rate of Rs. 25 per mensem to students undergoing training in the hilly areas (e.g., Ootacamund).

In G.O. No. 903, Education, dated 26th April 1948, orders were passed dispensing with the system of bonds in the case of students admitted into Training schools as non-stipendiaries.

(f) Output.

Training School certificate examination.—The number of candidates examined and the number passed in 1951-52 were as follows:—

1. Number of candidates examined—

	Men.	Women.
(a) Secondary	5,242	1,652
(b) Elementary	7,038	3,800

2. Number of those who passed—

(a) Secondary	2,070	1,112
(b) Elementary	2,838	1,871

Children and dependants of soldiers who had served in the last war, were admitted to the examination without payment of fees in 1952.

Problems.—The condition of the Training schools from the point of view of playgrounds and garden space remained unsatisfactory even at the end of the quinquennium.

During 1951–52, twenty-five Training schools for men and thirty four Training schools for women had either no playgrounds or had an area less than an acre. Twenty-six training schools for men and thirty-five training schools for women had either no garden space or the extent of their area was less than 10 cents. Hostel accommodation available was also inadequate in most of the schools.

The following were the number of Training schools and the enrolment during 1947–48 and 1951–52.

	1947-48.	1951-52.
1. Number of training schools—		
Men	75	62
Women	85	71
2. Number of training schools (men's) under—		
Government management	48	29
Aided management	27	33
3. Number of training schools (women's) under—		
Government management	37	25
Aided management	48	46
4. Total strength in men's training schools	12,355	11,254
(a) Secondary grade	1,878	3,719
(b) Elementary grade	10,477	7,535
5. Total strength in women's training schools	6,115	7,601
(a) Secondary grade	960	2,289
(b) Elementary grade	5,145	5,312
6. Total strength in the Secondary grade	2,838	6,008
Total strength in the Elementary grade	15,662	12,847
7. Number of women under training in men's training schools	88	428

C. Basic Training Schools.

(1) Trends and developments.

(a) *Reorientation.*—With the acceptance of basic education as the policy of the State and the gradual introduction of basic

schools, production of basic trained teachers became an urgent work of the quinquennium.

The number of basic training schools increased rapidly from two in the beginning to 56 by the end of the quinquennium.

Syllabus.—When the Training school at Perianaickenpalayam was first started a special syllabus for a brief nine months' course was adopted. A committee was appointed to examine the syllabus published by the Hindustani Talimi Sangh. The Committee reported on 10th June 1947 that the training school syllabus should be taken as the working basis, ample discretion being given to Headmasters to vary it, keeping in view the ideology and the efficiency of the method. Government approved the syllabus in G.O. No. 2536, Education, dated 26th November 1947. They stated that the revised syllabus for training schools should be adopted for training higher elementary grade teachers, while for secondary grade teachers the teaching of English should also be included.

In G.O. No. 1436, Education, dated 22nd May 1951, Government appointed a committee for the revision of the training school syllabus. The draft syllabus prepared by the committee was discussed at the three Regional Basic Education Conferences. The revised syllabus was put into effect from 1951-52.

Organization of community life in basic training schools.—From the beginning basic training schools have all been completely residential. This has helped considerably the organization of the community life in the basic training schools on democratic lines and also utilize the community organization and work for educational purposes. Training in leadership has been made easy and the creation of a new social outlook, facilitated.

The following were some of the other trends in teacher education noticeable in basic training schools :—

(1) Longer period of training as evidenced in the scheme and syllabus for Junior and Senior grades. Total number of working days per year was increased from 180 to 220.

(2) Increased amount of practical experience during the training period. Six weeks in the year had to be devoted for teaching practice, observation and apprenticeship.

(3) Concern for in-service training of teachers. Teachers' associations were ordered to meet in Training schools. This gave scope for the working teacher to get into touch with newer methods and latest research in various fields of education.

(4) Revision of the examination system. Part of the evaluation is to be done in the school. This is taken into account by the Commissioner for Government Examinations while awarding certificates.

Regulation issued.—Elementary grade trained teachers who had undergone retraining in basic education for a period of five

months were permitted to appear privately for the T.S.L.C. examination of the Senior Basic Grade up to 31st March 1952, provided they satisfied the other conditions laid down under rule 138, Madras Educational Rules.

Secondary grade and elementary grade training given in Basic Training Schools were designated as senior grade and junior grade respectively. (Director's Proceedings C. No. 67 M/49, dated 21st January 1949.)

Selection of candidates.—Selection of candidates for basic training schools was at first made by the Director. Later it was felt that selection should be made by a Committee. Committees were accordingly constituted, consisting of the District Educational Officer, the Headmaster of the Basic Training School and one non-official interested in Basic Education, for selection of candidates for 1948-49.

The following principles were laid down for the selection of candidates :—

(1) Candidates should possess skill in agriculture or handicrafts like weaving, carpentry, pottery, etc.

(2) Preference should be given to Harijans.

(3) Preference should be given to candidates coming from the taluk in which the training school is located, particularly from villages having no schools.

(4) Candidates deputed by basic schools.

(5) Candidates coming from "Firka development" areas.

(6) Candidates should be physically fit for manual work and should have a genuine love for children, and interest in their welfare and a serious desire to mould one's personal life in accordance with the philosophy of co-operative work and simplicity.

Government ordered in April 1950 (G.O. No. 1167, Education, dated 12th April 1950) that the Presidents of District Boards should also be appointed as members of the Committees and that Committees may function also as advisory committees assisting the controlling officers in introducing the Basic Education Scheme in the taluk served by the Basic Training School. Government directed also that the Committee should prepare a comprehensive plan for universalizing basic education in the taluk and for selecting new centres for starting basic schools, and it should suggest steps to secure prompt and proper employment for basic trained teachers.

No committees have been instituted for aided basic training schools.

How far these committees have helped to fulfil the larger purposes which have been associated with these remains yet to be seen, as it is too early now to form an adequate judgment.

Conduct of tests and examinations.—While approving the opening of the Basic Training School at Perianaickenpalayam, Government stated that the examination for the trainees at the end of the course might be conducted by the Headmaster and the certificates issued over the signature of the District Educational Officer, Government afterwards approved (G.O. No. 512, Education, dated 13th March 1948) the following proposals of the Director for the conduct of tests for candidates under training.

“Periodical tests to be conducted by the school staff council three times a year, in September, December and April on the eight subjects noted below :—

	Marks.
1 Spinning and weaving	100
2 Gardening and kitchen work	100
3 Cleaning and Health habits and Health service.	100
4 Community training, Art and Music	100
5 Work in Basic school	100
6 Records	100

Written tests.

7 Child study and principles and methods of basic education.	100
8 Rural service, community training and theory of school activities.	100

800

Items 1 to 6 will be tested by the school council and proper records maintained. The examination in items 7 and 8 at the end of the training course (in April of the second year course) will be conducted by the Commissioner for Government Examinations, Madras. Certain standards to be followed in spinning were laid down. In items 1 to 6, a candidate should secure 75 per cent in each item for a pass. For a pass in items 7 and 8 a candidate should secure not less than 40 per cent of the marks.

In G.O. No. 1439, Education, dated 2nd June 1948, the rates of fees to be levied from candidates were fixed. The rate of fee for secondary grade was Rs. 6 and that for higher elementary grade was Rs. 4. The rates were raised to Rs. 10 and Rs. 6 in G.O. No. 2697, Education, dated 28th October 1948. In the same G.O. No. 2697, Education, dated 28th October 1948, Government approved the formation of a Basic Training School-Leaving Certificate Board. In February 1949 it was laid down that the Board proposed to examine candidates in the four subjects, viz., Child Study, Theory of School Activities, Principles and Methods of Basic Education and Rural Service and Community

training, grouped under headings named First and Second paper, as noted below, with a separate question paper for each part :—

	Total marks.
First paper—	
(i) Child study	100
(ii) Principles and Methods of Basic Education.	100
Second paper—	
(i) Rural Service and Citizenship Training.	100
(ii) Theory of School Activities	100

The minimum for a pass in each subject was fixed at 35 per cent, while that for a pass in each part was fixed at 40 per cent. This was approved in G.O. No. 638, Education, dated 8th March 1949. There was no compartmental system and a candidate who failed had to take the whole examination again.

On the recommendation of the Basic Training School Leaving Certificate Board, the minimum of marks for a pass in the examination was again revised (G.O. No. 1169, Education, dated 28th April 1951) as shown below :—

A. For Practical Activities assessment on a five point scale :—

A	60 per cent and above	Very good.
B	50 „ to 59 per cent	Good.
C	40 „ to 49 „	Average.
D	35 „ to 39 „	Pass border line.
E	34 „ and below	Failure.

B. For theoretical subjects—

	Special minimum. PER CENT.	Total minimum. PER CENT.
<i>Junior Grade.</i>		
1 Child Study	20	} 30
2 Principles and Methods of Basic Education.	20	
3 Rural Service and Citizenship Training.	20	} 30
4 Theory of School Activities	20	
<i>Senior Grade.</i>		
1 Child Study	25	} 35
2 Principles and Methods of Basic Education.	25	
3 Rural Service and Citizenship Training.	20	} 30
4 Theory of School Activities	20	

The Junior Grade and Senior Grade Certificates are given according to the educational qualifications of the candidates, pass in Form III or S.S.L.C. as the case may be.

New Basic T.S.L.C. Scheme.—Director's Proceedings Roc. No. 603 M/51, dated 7th November 1951, communicated the salient features of the new scheme for Basic T.S.L.C. Examination to be held in March-April 1953 and thereafter, to the Heads of Basic Training schools for guidance. The scheme came into force from 1951. Under the new scheme language and literature forms a subject for the Public Examination, and the subject includes a study of the prescribed text and a study of methods of teaching the language. Methods of teaching English is also taught in Senior Basic schools as a subject.

The subjects for practical work and theoretical study are grouped as follows:—

Group A—

- 1 Hygiene and Health (including Physical Education).
- 2 Garden and Kitchen work.
- 3 Spinning and Weaving.
- 4 Community Training and Cultural Activities.
- 5 Work in practising school.

Group B—

- 6 Language and Literature.
- 7 Educational Psychology (and Child Study).
- 8 Principles of Basic Education.
- 9 Methods of Teaching.
- 10 School Administration.

Group A subjects are for internal examination to be conducted by the Headmaster and the staff of the Basic Training School.

Group B subjects are for the Public Examination.

(b) *Training Institutions and enrolment.*—At the end of 1951-52 there were 42 Basic Training schools for men and 14 Basic Training schools for women (total 56). There were 35 Government Basic Training schools for men and 2 for women. The number of aided Basic Training schools were 7 for men and 6 for women respectively.

The medium of instruction provided in the Basic Training schools during 1951-52 was as follows:—

					Men's institutions.	Women's institutions.
Telugu	..	..	..	..	16	2
Tamil	..	..	..	..	18	10
Kannada	..	..	..	..	3	1
Malayalam	..	..	..	..	5	1
					—	—
					42	14
					—	—

There were only two schools at the beginning of the quinquennium, one at Perianaickenpalayam and the other at Vinayasramam opened in 1946-47.

Three Basic Training schools were started in 1947-48, one at the Government Training School for Men, Cuddalore, one at Palayad and one at Moodibidri (South Kanara) later shifted to Maipady. Thus in 1947-48 there were five Government Basic Training schools for training fresh recruits. Besides, two aided Basic Training schools, one at Keelamoongiladi and another at Chinnalapatti, were granted recognition in 1947-48.

Eleven Basic Training schools were added in 1948-49, two of them being aided and the rest by conversion of ordinary Government training schools. The schools that were converted were—

- 1 Government Training School for Men, Ramanathapuram.
- 2 Government Training School for Men, Pentapadu.
- 3 Government Training School for Men, Koilpatti.
- 4 Government Training School for Men, Arcot.
- 5 Government Training School for Men, Ranipet.
- 6 Government Training School for Women, Cuddalore.
- 7 Government Training School for Women, Palghat.
- 8 Secondary Grade section of the Teachers' College, Saidapet.

The Basic Training section in the Teachers' College, Saidapet, did not continue for long as the Principal represented that it hampered the work of the College, that basic education was to be introduced as an optional subject in the B.T. Course and that accommodation was not sufficient. During the year 1950-51 the trainees of the basic section in the college were transferred to the Basic Training School, Tirur (Chingleput district), opened in 1949-50. The two aided training schools were at Tiruvuru (Krishna district) for women, and at Kalpatty (Malabar district). In 1949-50, Government permitted 17 schools to be opened. Proposals were made to open Basic Training schools at Mynampadu, Gopannapalem, Hindupur, Pallepettu, Tirur, Kallupatti, Ramakrishnapuram, Malliputhur, Kuruvikulam and Avinashi, all for men. It was also proposed to convert the Government Training schools at Visakhapatnam, Badagara and Rayachoti and the Secondary and Higher Elementary Grades of the Lady Willingdon Training College, Madras, into basic ones. Government accepted the suggestions which were implemented later in the year. The Government Training School for Women, Ramanathapuram, also was converted into a Basic Training school. By the conversion of the school, both the training schools in Ramanathapuram taluk became basic ones.

Three aided schools also came into existence during the year, the Sacred Heart Basic Training School for Women, Cuddalore (converted), Basic Training School, Porto Novo and a Basic

Training School at Vontithadi. Besides, there was an unrecognized Basic Training School at Sitanagaram conducted by the Kasthurba Trust.

During 1949-50 Government provided funds for the construction of ten buildings for Basic Training schools. It was expected that all the buildings would be ready for occupation in 1950-51 and proposals were sent to Government for opening nine new Basic Training schools and one of the buildings was expected to be used for an existing Government Basic Training School at Palayad. The Government sanctioned four new schools only, and they were opened at Vedaranyam, Jogilpatti, Gangavalli and Palayampatti (Women). The conversion of ten ordinary Government Training schools into basic ones was also approved. But the conversion of the following schools only was possible in 1950-51 :—Government Training Schools for Men at Rajahmundry and Palghat and Government Training Schools for Women at Kancheepuram and Tanjore. Besides, an aided Basic Training school was opened at Ujre and another at Tiruchitrambalam during the year. For the year 1951-52 Government sanctioned the opening of only five Basic schools and the conversion of ten ordinary Training schools, against the new Training schools to be started. The aided Basic Training School at Ujre, opened in 1950-51 was taken over by Government and only one new Government Training School was opened at Adivipalem. More schools could not be opened as the accommodation in the centres proposed was found insufficient even for one section.

The three schools mentioned below were converted :—

Government Training School for Men, Bheemunipatnam.

Government Training School for Men, Parvathipuram.

Government Training School for Men, Kurnool.

Permission was given to the opening of three aided schools also. They were—

Basic Training School, Batlagundu.

Basic Training School, Usilampatti.

Basic Training School, Perur.

One feature of 1951-52 was that the Government Basic Training School for Men, Cuddalore, and the Government Basic Training School at Pentapadu were run as co-educational institutions as an experimental measure.

Altogether there were 56 Basic Training schools in the State at the end of the quinquennium.

New schools opened by Government	.. ..	18
Ordinary Government Training Schools converted.		25
Aided Training Schools opened or converted	..	13
		—
	Total ..	56
		—

The number of sections in these schools in 1951-52 was 143. Names of the Basic Training schools and the number of sections in each on March 31, 1952, are given in Annexure I to this Chapter. Thus, it is seen that a policy of opening new Basic Training schools and converting the ordinary training schools into Basic Training schools, year by year, was followed during the period. The number of pupils under training during 1951-52 in the different grades was as follows:—

Grades.	<i>Institutions.</i>					
	Men's		Women's		Grand total.	
	Men.	Women.	Men.	Women.	Men.	Women.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Senior Basic—						
I Year	790	18	13	156	803	174
II Year	687	1	13	156	700	157
Total	1,477	19	26	312	1,503	331
Junior Basic—						
I Year	1,361	66	..	464	1,361	530
II Year	1,029	24	..	366	1,029	390
Total	2,390	90	..	830	2,390	920
Grand total ..	3,867	109	26	1,142	3,893	1,251

The number that completed the two years' regular training course in the Basic Training schools during the quinquennium is given below:—

Senior Grade	816
Junior Grade	3,195
Total	3,961

Out of these, 746 passed the Senior Grade and 2,426 the Junior Grade Basic T.S.L.C. Examination.

Retraining Courses.—Since every programme of educational expansion depends largely on the facilities provided for teacher-training, they were provided under two categories: (1) for graduate-teachers and (2) for non-graduate teachers. One of the foremost steps taken to implement the scheme of Basic Education was the retraining of teachers in the new education. The key personnel who are graduates were trained at Sevagram, Pentapadu and Perianaickenpalayam,

Retraining at Sevagram.—Graduate-teachers and other officers of the Department were sent to Sevagram, either for retraining in Basic Education or for observation for a short period with

a view to staff the newly opened Basic Training schools. Twelve graduate-teachers were sent in 1946-47; 11 L.Ts. were deputed in 1947-48 and 12 in 1948-49. Earlier the period of training was for nine months, but in 1948-49 it was for six months only. Fourteen persons were deputed in 1949-50, in addition two batches of six officers each were sent for a few months' course at Sevagram. In 1950-51 ten officers were deputed for a six months' course, and eight (in two batches) were deputed for the three months' course. During 1951-52 no one was deputed to Sevagram.

Retraining at Perianaickenpalayam and Pentapadu.—It was found necessary that retraining courses for graduate-teachers should be conducted in the State also so as to accelerate the supply of teachers trained in Basic Education. Accordingly, a training course for twenty graduate-teachers was first conducted at Perianaickenpalayam in 1947-48, the period of training being seven months. Eight Secondary Grade teachers were also retrained in this course.

From 1948-49, retraining courses for graduate-teachers were started at Pentapadu also: From 1948-49 onwards retraining courses were conducted in two batches at Perianaickenpalayam and Pentapadu, the duration of the course being five months. The statement below shows the number of graduate-teachers retrained at the two centres :—

Year and batch number.	1948-49.		1949-50.		1950-51.	
	I	II	I	II	I	II
	(2)	(3)	(4)	(5)	(6)	(7)
Basic Training School, Perianaickenpalayam	34	35	18	27	27	28
Basic Training School, Pentapadu. ..	..	32	..	26	23	21

The total number of teachers retrained at Perianaickenpalayam and Pentapadu including those trained in 1947-48 is 302. During 1951-52 two retraining courses, of five months' duration each, were conducted at the Government Basic Training School, Pentapadu, for 33 graduates-teachers in the Telugu area. A similar course for graduate-teachers was conducted at the Government Basic Training School, Kallupatti, Madurai district, to which 27 teachers were admitted, 4 from Kannada area, 10 from the Malayalam area and the rest from the Tamil area. A stipend of Rs. 25 per retrainee continued to be paid, and substitutes were appointed in the place of those deputed for retraining. No one was deputed for retraining to Sevagram in 1951-52.

Retraining of Secondary and Elementary Grade teachers.—Retraining in Basic Education was given to Secondary and Higher Elementary Grade teachers from Government, local board, and aided management schools from the beginning itself. In 1947-48 retraining courses were conducted at Perianaickenpalayam;

Vinayasramam and Cuddalore Basic Training schools for nine months. The period of training for these teachers was reduced to five months, and the courses were conducted at Perianaickenpalayam, Pentapadu and Cuddalore in 1948-49, and at Pentapadu and Cuddalore in 1949-50.

At the Conference of the Headmasters of Basic Training Schools held at Keelamoongiladi, it was resolved that "as conversion of schools in compact areas will result in displacing the present incumbents and sending them to other distant areas, retraining be immediately organized for the benefit of teachers in these areas". This was accepted by the Government, and retraining courses were conducted in 31 Basic Training schools, and 844 teachers were trained during the summer of 1950. During the summer of 1951 Government permitted the conduct of retraining courses in twenty centres, the number of retrainees being limited to 800. But only 655 teachers were trained. A stipend of Rs. 18 per mensem was paid to each trainee.

The total number of teachers retrained during the quinquennium is 1937.

A unique kind of retraining course was conducted in the Coimbatore town on the initiative of the District Educational Officer. A retraining course in Basic Education was held for the benefit of teachers employed in the town during the week ends and holidays available. The course was conducted for two years by the Deputy Inspector of Schools, Coimbatore, with the help of the staff of the Basic Training School, Perianaickenpalayam, and two batches were trained. No stipends were paid nor any extra staff appointed for these two courses.

(c) *Grants and salaries to teachers—Grants to aided Basic Training schools.*—At the beginning of the quinquennium the Basic Training School at Perianaickenpalayam was taken as a Government institution. It remained a Government institution only for a year. It was handed back to the Ramakrishna Mission. The Government agreed to give a grant to the institution to cover the entire expenditure incurred, so long as it continued to train candidates in Basic Education. Government ordered that the grant payable to this institution should, as a special case, be made in monthly instalments.

Following the precedent of the school at Perianaickenpalayam Government sanctioned full maintenance grant to the Basic Training School at Keelamoongiladi for five years from 1948-49. Similarly full net maintenance grant was sanctioned for the Andhra Basic Training School, Tiruvuru, and the Basic Training School, Gandhigram Chinnalapatti, for the years 1949-50 and 1950-51 (G.O. No. 2658, Education, dated 25th September 1950).

Building grant.—The grant payable for construction of buildings for Basic Training schools is three-fourths of the actual cost subject

to a maximum amount of Rs. 50,000. The grants promised or paid during the period are :—

		RS.	
1 Basic Training School, Perianaickenpalayam.	(a) Additional building.	16,000	Full grant paid in 1948.
	(b) Weaving shed and store room.	5,000	Full grant paid in 1948.
	(c) Purchase of land.	2,880	Half of the cost paid in 1949.
	(d) Water storage ..	2,575	Full grant paid.
	(e) Hostel blocks ..	11,700	Half of grant paid in September 1948.
2 Andhra Basic Training School, Tiruvuru.	Purchase of building with land.	48,330	Full grant paid in 1950-51.
		86,485	
3 Sacred Heart Junior Basic Training School for Women, Cuddalore.	Kitchen, dining hall and weaving shed.	16,000	Full grant paid in 1950-51.
4 Basic Training School, Kilamoongiladi	Buildings	50,000	Three-fourths grant; work not taken up.

During the period 1947-52 the total grant disbursed towards the construction of buildings for aided Training schools was Rs. 90,472.

Stipends.—The rates of stipend in ordinary Training schools are Rs. 12 for Higher Elementary Grade and Rs. 18 for Secondary Grade candidates. Candidates admitted to the Basic Training schools are granted stipends at Rs. 18 a month whether they are of the Senior or the Junior Grade*. This is because all pupils in Basic Training schools have to spend the major portion of their time in manual labour, unlike the ordinary pupil-teachers and some income is expected to be derived from their manual labour.

Buildings for the Government Basic Training schools.—The scheme of construction of buildings for the location of Basic Training schools was taken up seriously in 1947 itself. It was considered necessary to construct buildings for new Basic Training schools on the sites chosen in rural areas. New sites were invariably chosen in rural areas as rural atmosphere was considered more congenial for basic education and the facilities required for a Basic Training school, such as space for long halls, kitchen, hostel, class rooms, sheds, quarters for teachers, lands for agriculture, garden, etc., could be had only in rural areas.

Government sanctioned the construction of ten buildings at a cost of Rs. 12 lakhs during 1948-49 in the following centres :—

1 Maipady (South Kanara).	6 Mulliputhur (Ramanathapuram).
2 Pallipadu (Nellore).	7 Kallupatti (Madurai).
3 Avanashi (Coimbatore).	8 Hindupur (Anantapur).
4 Kuruvikulam (Tirunelveli).	9 Mynampadu (Guntur).
5 Tirur (Chingleput).	10 Copannapalem (West Godavari).

(*) G.O. No. 667, Education, dated 25th March 1948.

The buildings have been completed in all centres and Training schools located in them. During 1949-50, Government approved construction of buildings in the following ten centres at a cost of Rs. 12 lakhs (on the basis of Rs. 1·2 lakhs per building):—

(1) Rameswaram (Cuddapah district), (2) Vedaranyam (Tanjore), (3) Palayad (Malabar), (4) Anakara (Malabar), (5) Anayanpatti (Salem), (6) Kota Uratla (Visakhapatnam), (7) Alur (Bellary), (8) Vomaravalli (Srikakulam), (9) Kurukathi (Tanjore) and (10) Musiri (Tiruchirappalli). While according approval to the designs Government agreed to the cost of each building being raised from Rs. 1·2 lakhs to Rs. 1·55 lakhs. It included the cost of one more hostel block and teachers quarters left out previously. Government approved the construction of buildings at Jogilpatti and Parivallikottai with the savings in the Education Budget allotment for the construction of Basic school buildings. Of these schemes, Vedaranyam and Vomaravalli were under construction at the end of the quinquennium. Kurukathi and Jogilpatti have been constructed. The rest of the schemes were not started during the quinquennium.

No provision was made in 1950-51 for construction of buildings. A sum of Rs. 5 lakhs was provided in 1951-52.

(d) *New types of institutions.*—Nil.

(e) *Expenditure.*—The total expenditure—direct charges—on Basic Training schools during 1951-52 was Rs. 8,52,477. Rupees 6,91,070 was spent on Government Basic Training Schools and Rs. 1,61,407 on aided schools.

(f) *Output.*—During 1951-52, the number of persons who appeared for the Senior Grade was 1,006 (872 men and 134 women) and the number for the Junior Grade was 1,816 (285 men and 531 women), of those 689 (610 men and 79 women) and 1,300 (866 men and 434 women) respectively were successful.

(2) *Inspection.*

A specially trained inspecting agency was put in charge of the Basic schools' inspection work. Director's Proceedings No. 1,500 K3/47, dated 20th May 1948, ordered that the inspection of Basic Training schools should be conducted by the Basic Education Officer, instead of the District Educational Officers and the Inspectresses of Girls' Schools. On the conversion of the post of the Basic Education Officer, Andhra Desa, into a gazetted one, the Director ordered in Proceeding No. 392-M/48, dated 24th August 1948, that the inspection of all Basic Training schools in the Andhra districts should be conducted by the Basic Education Officer, Andhra Desa, and the inspection of all other Basic Training schools including those

in Malabar and South Kanara districts by the Basic Education Officer, Madras. Basic Education Officers were to send their tabular inspection reports to the respective District Educational Officers and the Inspectresses of Girls' Schools who continued to be the controlling officers of the institutions.

When two posts of Assistant Basic Education Officers were sanctioned in February 1950 the Director ordered that they should inspect the Basic Training schools in their jurisdiction as part of their duties.

Problems.—Many Basic Training schools were opened or converted without any reference to model school facilities and hence have continued to suffer without proper model schools.

The proper and profitable disposal of craft products, like Khaddar, of the Basic Training school has become a difficulty. Many Basic Training schools have already an accumulated stock.

Though instructions were issued that every basic training school should have sufficient land and adequate water-supply for vegetable gardening, on the basis of one acre for every 25 students on the average, and that this will be insisted upon as a condition of recognition, 26 Basic training schools had either no garden space or their area was less than an acre.

ANNEXURE.

Names of Basic Training Schools and the number of sections in each school during 1951-52.

1	Basic Training School, Perianaickanpalayam	..	..	..	..	2
2	Government Basic Training School, Vinayasramam	..	..	..	..	2
3	Do. Basic Training School, Cuddalore (Mixed)	..	..	..	..	4
4	Do. Basic Training School, Palayad	..	..	..	..	3
5	Do. Basic Training School, Maipady	..	..	..	..	3
6	Do. Basic Training School, Pentapadu	..	..	..	..	4
7	Basic Training School, Keelamoongiladi	..	..	..	..	3
8	Do Chinnalapatti	..	..	..	..	2
9	Government Basic Training School, Arcot	..	..	..	..	2
10	Do. Ranipet	..	..	..	..	4
11	Do. Koilpatty	..	..	..	..	2
12	Do. Ramanathapuram (Men)	..	..	..	..	2
13	Do. Kurukathi	..	..	..	..	2
14	Do. Cuddalore (Women)	..	..	..	..	2
15	Do. Palghat (Women)	..	..	..	..	2
16	Do. Visakhapatnam	..	..	..	..	2
17	Basic Training School, Tiruvuru	..	..	..	..	3
18	Do. Kalapathy	..	..	..	..	2
19	Government Basic Training School, Eluru	..	..	..	..	2
20	Do. Rayachoti	..	..	..	..	4
21	Do. Badagara	..	..	..	..	2

22	Government	Basic Training School, Bellary (Women)	..	..	2
23	Lady Willingdon	Training College, Madras	..	..	4
24	Sacred Heart	Basic Training School, Cuddalore	..	..	2
25	Basic Training	School, Portonovo	..	..	2
26	Government	Basic Training School, Gopannapalem	..	..	3
27	Do.	Mynampadu	..	..	3
28	Do.	Hindupur	..	..	3
29	Do.	Pallepadu	..	..	3
30	Do.	Tirur..	..	..	2
31	Do.	Kallupatti	..	..	3
32	Do.	Kuruvikulam	..	..	3
33	Do.	Mailiputhur	..	..	3
34	Do.	Avanashi	..	..	3
35	Do.	Ramanathapuram (Women)	..	..	3
36	Basic Training	School, Vontithadi	..	..	2
37	Government	Basic Training School, Tanjore (Women)	..	..	4
38	Do.	Mangalore (Women)	..	..	2
39	Do.	Palghat (Women)	..	..	2
40	Do.	Kancheepuram	..	..	2
41	Do.	Bellary (Men)	..	..	3
42	Do.	Rajahmundry	..	..	2
43	Do.	Gangavalli	..	..	2
44	Do.	Jogilpatti	..	..	2
45	Do.	Vedaranyam	..	..	2
46	Do.	Palayampatti	..	..	3
47	Do.	Ujre	..	..	2
48	Basic Training	School, Tiruchitrambalam	..	..	2
49	Government	Basic Training School, Bheemunipatam	..	..	5
50	Do.	Parvathipuram	..	..	4
51	Do	Kurnool	..	..	5
52	Do	Adivipalem	..	..	2
53	Basic Training	School, Kannikambala	..	..	2
54	Do.	Batlagundu	..	..	1
55	Do.	Usilampatti	..	..	1
56	Do.	Perur	..	..	1

D. Training of Teachers for Pre-School Age Children.

The Nursery Teachers' Training School, Vepery, the Arundale Montessori Training School, Adyar, the Brindavan Kindergarden Training department attached to the Children's Garden School, Mylapore, and the Pre-Basic Training School, Gandhigram, were the only institutions training teachers for pre-school children. They trained teachers for the four different types of pre-primary schools, viz., Nursery, Montessori, Kindergarden and Pre-Basic.

In G.O. No. 3081, Education, dated 18th February 1950, Government amended paragraph 2 under rule 13 of the Madras Educational Rules so as to enable teachers who have passed the Nursery, Montessori and Kindergarden Training School-Leaving

Examinations of the Secondary Grade to handle classes I and II of Secondary schools.

The number of pupils under training during 1951-52 is given below :—

Institutions.	Secondary Grade.		Elementary Grade.		Total.
	First year.	Second year.	First year.	Second year.	
1. Nursery Training School, Vepery .. ..	..	..	14	18	32
2. Arundale Montessori Training School ..	8	2	39	34	33
3. Brindavan Kindergarten Training School ..	2	2	1	9	14
4. Pre-Basic Training School Gandhigram .. ..	..	..	18	16	34
Total ..	10	4	72	77	163

Examinations for Nursery, Montessori and Kindergarten Teachers' Certificates were conducted by the Commissioner for Government Examinations. The number of candidates presented and the number passed during 1952-53 were—

	Appeared.		Passed.	
	Secondary.	Elementary.	Secondary.	Elementary.
Nursery	18	..	16	..
Montessori ..	2	36	2	24
Kindergarten ..	2	9	2	8

Nursery Teachers Training School, Vepery.—The training course was started as early as 1936, because it was realized, that for the starting and successful conduct of Nursery Schools, specially trained teachers are required. The Training School classes were small until the granting of stipends which began only in this quinquennium, with the students of the 1950-52 class. From 1947-52 forty-four persons, including one graduate and three trained Secondary Grade teachers were given Nursery Teachers' Training in this school. In the previous quinquennium only one year courses were given for Nursery school assistants who had the qualifications required for the Elementary Grade (Higher) Teachers' Certificate. From 1948-51, under the revised syllabus covering two years, twenty-seven were trained. This grade of training was discontinued as it was possible after 1950 to secure a more satisfactory number of candidates of the Secondary Grade, and it was felt that this type of teaching required at least the equivalent of a high school education as a basis of training.

Training of Pre-basic Teachers at Gandhigram, Madurai.—The pre-basic training school is attached to the Kasturba Gandhi National Memorial Trust, Tamilnad. The Training Institution under the aegis of the Kasturba Trust started first for the

training of Grama Sevakas (village workers). But later on in 1948, this institution was utilized for the training of women pre-basic teachers. During the quinquennium four batches of workers have been trained as pre-basic teachers. The total number of teachers trained is sixty-two. The institution was recognized by the Department in January 1950.

The curriculum followed is that prescribed by the Hindustani Talimi Sangh.

The broad outlines of the syllabus are—

1. Basic craft, spinning and allied processes, weaving and other crafts.
2. Vegetable gardening.
3. Dietetics and Nutrition.
4. Sanitation and Hygiene.
5. Domestic Science.
6. Elementary Physiology.
7. History and Geography of India.
8. Civics.
9. Chief Problems of the Village.
10. Rural Cultural activities.
11. Elementary knowledge of important world problems.
12. A simple study of various world religions.
13. Physical education including drill, marching, flag-salutation and rural games.
14. Study of simple Hindustani, enough to understand the spoken and written language.
15. Art with special reference to child art.
16. Music with special reference to folk music and folk dances.

The minimum general educational qualification for admission to training is Form III or Standard VIII. The course is for a period of two years. The trainees are examined by a Board of Examiners specially constituted for the purpose. The grade of the certificates is decided with reference to the general educational qualification of the candidates.

The Arundale Montessori Training Centre, Adyar.—This centre for teachers in Montessori Method was started as a memorial to Dr. Arundale.

Dr. Maria Montessori and Srimathi Rukmini Devi were the Joint Directors of the Centre. Maria Montessori was the Principal and Sri C. S. Trilokekar and others were on the teaching staff of the institution.

The Government of Madras recognized the institution from the very start, and some of the students who were qualified to complete the course in one year for the Government certificate appeared for the Public Examination. The other students were awarded certificates of training by the association, Montessori

Internationale. Those who were able to do the Government Examination were also given the A.M.I. Certificate.

During the year 1948-49, Dr. Montessori was not able to live in Adyar, but she continued to give her guidance and instructions from Kodaikanal. Students from the United Provinces, Mysore, Bombay, Travancore, Ceylon and Bengal came for training in this institution.

During the year 1949-50, students were admitted in the elementary grade and the medium of instruction for this section was Tamil. There were students in the one-year course also. During 1950-51, the institution worked with all the sections. The students were sent for the Public Examination in elementary and secondary grades. Since then, all the sections are working. Trainees are given Government stipends from the year 1950-51.

A model school according to Dr. Montessori's plan was built for the children. This section serves as the practising school for the trainees also. The Principal has reported—

“From the beginning, Dr. Montessori has stressed the importance of sense training. Since the aim of education, according to Dr. Montessori, is to give assistance to the child to live, the detailed scheme is prepared for exercises of practical life. Training in social life is an important feature of this method of education. All aspects of life receive equal attention, and the child is trained to be an independent but a social being who takes his rightful place without envy or inferiority complex. The principle that the child is the master of future society is always put before the teachers as the most important ideal.”

Trainees were given opportunities to visit places of interest on excursion. Cultural education, religious education, comparative study of all religions, village welfare-work, organization of exhibitions, adult education, propaganda against cruelty to animals, were all attempted by the school. Scouting and First-aid courses were done as extra curricular activities. The cultural education of the trainees was helped by the Kalakshetra, an institution imparting instruction in music, dance and hand-work. Folk songs and folk dances were attempted. The amount spent in the first year and the last year of the quinquennium was Rs. 32,844 and Rs. 15,865 respectively.

The numbers for the different years were as follows :—

Year.	Total number of trainees.	Candidates who appeared for the Government Examination (both Secondary and Elementary grades).	Number passed.
1947-48	55	..	16
1948-49	33	10	9
1949-50	30	4	1
1950-51	65	28	23
1951-52	84	40	26

Training of Music teachers.—An account of the work done by the Teachers' College of Music, Madras, is given in Chapter XI, (b) on Aesthetic education.

Details regarding the training of Hindi teachers is given in Chapter XI, Section (g).

Training of Physical Education teachers is given in Chapter XI, Section (f).

Training of teachers for Anglo-Indian Schools *see* Chapter XI, Section (h).

CHAPTER VII.

UNIVERSITY EDUCATION.

I. Trends and Developments.

A. The Indian Universities Commission and the implementation of its recommendations.

The University Education Commission appointed by the Government of India under the Chairmanship of Dr. S. Radhakrishnan to report on University Education in India, and to suggest improvements and expansion that may be desirable to suit the present and future requirements of the country, visited the Universities in the State in 1948-49.

The Report of the Commission was received subsequently by the Universities, and its recommendations are under consideration. The Universities also implemented certain recommendations.

B. Reforms (Legislation) introduced during the quinquennium. Ordinance framed by the Universities and amendments to regulations.

Madras University.—Of the ordinances framed by the Syndicate in 1951-52 mention has to be made of the following:—

(1) *Board of studies.*—(a) Providing for the appointment of separate Boards of studies in such branches of knowledge as the Syndicate may decide, to deal with matters relating to Honours and Post-graduate courses, as distinct from the general and pass courses, and limiting the number of persons on each Board in such subjects to 8 including ex-officio members.

(b) *Constituting Separate Board of studies in Psychology and Statistics.*—Boards of studies were, accordingly, reconstituted from January 1952.

(2) Introducing Pension-Provident Fund-cum-Insurance Scheme for the University employees.

(3) Revised S.S.L.C. Ordinances for candidates who have selected the academic or pre-University Courses in respect of the Examination of 1954 and for candidates who have selected Teaching Practice under the diversified courses from the examination of March 1952:

Annamalai University.—The following are the important changes in the statutes adopted by the Senate:—

(i) Improving the grades and scales of salaries of teachers of the University in the various faculties.

(ii) Amendments of rules governing recruitment of teachers and providing for confirmation at the end of probation for a

period not exceeding three years to be fixed in each case at the time of first appointment, and the extension of age-limit for service in the University from 55 to 60 in special cases, the extension being granted for not more than two years at a time.

(iii) Constituting separate Board of studies in (a) Agriculture and (b) Hindi and Urdu.

(iv) Increasing the number and value of research student-ships awarded annually by the University.

Physical Education and Agriculture were constituted as separate departments of study under the Faculties of Arts and Science respectively.

A Council of post-graduate studies and research was constituted to co-ordinate the activities of the various subjects of post-graduate study and research at the University.

The classification of teachers was revised in the Faculties of Arts, Science and Oriental Studies providing for the Institution of Associate Professorships, and the scales of pay for all classes of teachers were revised from 1st July 1950.

Tuition fees were enhanced in 1951-52 based on the increases adopted by the other educational institutions in the State.

C. New Universities.

The number of Universities in the State continued to be as in the previous quinquennium. The three Universities in the State were : Andhra, Annamali and Madras. No new University was started during the period.

D. University institutions and enrolment.

The number of students under instruction in the institutions (departments and faculties) directly managed by the three Universities in the State, during 1951-52 is given below by faculties :—

Faculties.	Men.	Women.	Total.
1 Arts	679	50	729
2 Science	1,026	90	1,116
3 Commerce	185	..	185
4 Diploma	247	44	291
5 Engineering	335	..	335
6 Technology	267	..	267
7 Law	228	10	238
8 Oriental	66	9	75
9 Music	41	19	60
Total ..	3,074	222	3,296

2. *Andhra University*.—The names of the Andhra University Colleges and their strength in 1951-52 are given below :—

	Strength.	
	Boys.	Girls.
1 University Colleges of Arts and Commerce.	365	26
2 Erskine College of Natural Science ..	166	21
3 J.V.D. College of Science	216	14
4 University College of Technology ..	88	..
5 University College of Law	228	10
Total ..	1,063	71

The number of students on the rolls of the University and affiliated colleges was as follows :—

	University.	Affiliated.
1947-48	789	9,961
1948-49	905	12,055
1949-50	910	13,441
1950-51	1,024	13,954
1951-52	1,080	16,976

During 1951-52 there were thirty colleges affiliated to the Andhra University, as detailed below :—

	Men.	Women.
Arts and Science	21	1
Agriculture	1	..
Engineering	1	..
Medicine	2	..
Teaching	3	..

3. *Annamali University*.—Continued throughout the period as the only residential and unitary type of University in the State. The various faculties provided for in the University and the number of scholars in them during 1951-52 are given below :—

	Men.	Women.	Total.
Arts and Science	1,143	79	1,222
Engineering	335	..	335
Technology	102	..	102
Oriental Learning	66	9	75
Music	41	19	60
Total ..	1,687	107	1,794

During 1951-52 permanent recognition was granted by the Institution of Engineers (Ind.) to the B.E. Degree in Civil, Mechanical, Electrical, and Chemical Engineering branches for the purpose of exemption from Sections A and B of the Associate Membership Examination of the Institution.

In 1950 Physical Education was constituted as a separate Department of study in the Faculty of Arts.

The Tamil Research Department of the University was constituted into a separate department in the Faculty of Oriental Studies.

Annamalai University enrolment.—The following is a statement of the number of students on the rolls of the University during the Quinquennium :—

Class.	Total number of students in the University.				
	1947.	1948.	1949.	1950.	1951-52.
(1)	(2)	(3)	(4)	(5)	(6)
Intermediate	668	534	514	558	698
B.A. and B.Sc.	281	234	228	194	189
B.A. and B.Sc. (Hons.)	212	218	249	289	318
B.O.L.	1	3	2	6	5
Pulavar	65	89	62	47	60
Samapradhana .. ..	..	..	..	1	1
B. Music .. ..	..	..	2	3	2
Sangitha Bhushana ..	117	104	86	57	58
Engineering	392	366	256	328	335
Technology	66	89	83	95	102
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	1,817	1,630	1,596	1,590	1,777
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Madras University.—Dr. Alagappa Chettiar's College of Technology, Guindy, was directly managed by the Madras University. It had a strength of 77 men on roll during 1951-52. The construction of the buildings of the Alagappa Chettiar's College of Technology was completed and was opened by the Hon. Rajakumari Amrit Kaur, Minister for Health, Government of India, on 8th January 1950. Additional blocks for Housing the Textile section and the departments of Physics, Chemistry and Geology were also completed and occupied during the period. Honours courses in Geography, Psychology, Commerce, Tamil, Telugu, Islamic History and Culture were held on an Inter-Collegiate University Co-operation basis.

The University conducted Diploma and Certificate courses as detailed below :—

Name of course. (1)	1951-52.	
	Diploma course. (2)	Certificate course. (3)
French	3	21
German	15	28
Statistics—		
I Year	38	..
II Year	41	..
Politics and Public Administration—		
I Year	24	..
II Year	35	..
Economics—		
I Year	11	..
II Year	12	..
Music	14	..
Anthropology	1	3
Journalism	8	..
Librarianship	10	17
Total	194	97

The number of constituent and affiliated colleges in 1951-52 under the University within the limits of the Madras State were —

Colleges. (1)	For men. (2)	For women. (3)
Arts and Science—		
I Grade	34	9
II Grade	10	2
Law	1	..
Medicine	2	1
Engineering	4	..
Teaching	7	3
Veterinary	1	..
Agriculture	1	..
Physical Education	1	..
	61	15

Colleges for men.—Excluding the departments and colleges directly managed by the Universities, there were 65 colleges for general education at the end of the quinquennium. In 1947 there were only 43 colleges. Thus 22 new colleges for general education were opened during the quinquennium.

In 1951-52 there were 7 Honours (in addition to 4 institutions directly managed by the Universities), 38 first grade and 20 second-grade colleges. The districtwar distribution of colleges is given in the subsidiary Table Nos. 35 and 36 appended to the Public Instruction Report, 1951-52.

While in the previous quinquennium only 5 men's colleges were newly started, during the quinquennium 22 new colleges for men were started.

Colleges for women.—The total number of colleges for general education for women increased from 7 to 12 during the quinquennium.

Stella Mary's College was newly opened in 1947. Ethiraj College for Women, Madras, Nirmala College for Women, Coimbatore, Lady Doak College, Madurai, and the St. Mary's College, Tuticorin, were newly opened in 1948.

During 1951-52, the Seethalakshmi Ramaswamy College for Women, Tiruchirappalli, was opened. The St. Mary's College, Tuticorin, and the Lady Doak College, Madurai, were converted into first-grade colleges in 1951-52.

In G.O. Ms. No. 1826, Education, dated 14th August 1947, Government decided to take over the management of the Lady Hope Municipal College, Guntur, themselves and run it as a Government College. The name of the College was changed into "The Government College for Women, Guntur."

Colleges for men, newly opened during 1947-52—

Second-grade Colleges—

- 1 Rajah Doraisingam Memorial College, Sivaganga.
- 2 P.S.G. Arts College, Peelamedu.
- 3 Government College, Cuddapah.
- 4 Mahatma Gandhi Memorial College, Udipi.
- 5 Andhra Jathiya Kalasala, Masulipatnam.
- 6 Narasapur College, Narasapur.
- 7 Sir Thyagaraya College, Madras.
- 8 Pachiappas College, Kancheepuram.
- 9 S.S.N. College, Narasaraopet.
- 10 The Gudivada College, Gudivada.
- 11 Government College, Srikakulam.
- 12 S.K.B.R. College, Amalapuram.
- 13 Tenali College, Tenali.
- 14 V.R.S. College, Chirala.
- 15 P.B.N. College, Nidubrolu.
- 16 Kavali College, Kavali.
- 17 V.O.C. College, Tuticorin.
- 18 New College, Madras.
- 19 Sacred Heart College, Tiruppattur.

Newly opened first-grade colleges—

1947-52—

- 1 Osmania College, Kurnool.
- 2 Dr. A.C. College, Karaikudi.
- 3 Feroke College, Feroke.
- 4 Rajah's College, Pudukottai (included as a result of the merger of the Pudukottai State).
- 5 Thyagarayar College, Madurai.
- 6 Jamal Md. College, Tiruchirappalli.
- 7 Government Arts College, Cuddapah.
- 8 Sentilkumara Nadar College, Virudunagar.

Second-grade colleges raised to first grade during the quinquennium—

- 1 Government Arts College, Mangalore.
- 2 Bhimavaram College, Bhimavaram.
- 3 Hindu College, Guntur.
- 4 S.S.R. College, Vijayavada.
- 5 C.R.R. College, Eluru.
- 6 Andhra Jatheeya Kalasala, Masulipatnam.
- 7 Rajah Doraisingam Memorial College, Sivaganga.

The number of students under instruction in all the men's colleges in 1951-52 was as detailed below:—

	Men.	Women.	Total.
University Departments and faculties ..	1,890	140	2,030
Degree colleges for Men	41,164	1,714	42,878
Second-grade colleges for men	4,615	202	4,817
Total ..	47,669	2,056	49,725

There was an increase of 10,945 students over the previous quinquennium. The number of women in men's colleges increased from 1,691 in 1946-47 to 2,056 in 1951-52.

The strength of the various University classes in 1951-52 was as given below:—

	First year.		Second year.		Third year.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Intermediate ..	19,259	590	13,476	448	..	..	32,735	1,035
Degree Pass ..	5,297	319	5,942	336	..	..	12,239	655
Degree Hons. ..	769	87	812	100	596	66	2,177	253
Post-graduate ..	221	57	221	43	..	..	442	166
Research ..	48	5	28	5	..	..	76	10
Total ..	26,594	1,058	20,479	932	596	66	47,669	2,056

The number of students reading in women's colleges rose from 1,585 to 3,074 during the period 1947-52. The total number of women under instruction, taking both the men's and women's colleges into account, rose from 3,276 to 5,130.

The number of women students in the men's and women's colleges class war in 1951-52 is given below :—

(1)	In colleges.		
	For women. (2)	For men. (3)	Total. (4)
Intermediate—			
First year	1,318	590	1,908
Second year	958	448	1,406
Degree pass course—			
First year	427	319	746
Second year	335	336	691
Honours Course—			
First year	6	87	92
Second year	6	100	106
Third year	2	66	68
Post-graduate—			
First year	1	57	58
Second year .. ..	..	43	43
Research—			
First year	2	5	7
Second year .. ..	..	5	5
Total ..	<u>3,074</u>	<u>2,056</u>	<u>5,130</u>

E. Expenditure.

The total expenditure from all sources for Colleges of Arts and Science was Rs. 1,15,17,828 during 1951-52.

The percentage of expenditure from the various sources was as follows :—

	1947-48.		1951-52.	
	Men's colleges.	Women's colleges.	Men's colleges.	Women's colleges.
Government Funds	17.5	37.7	24.2	40.8
Local Board Funds	0.4	..	..	..
Fess	66.5	27.4	66.5	39.1
Other sources	15.6	34.9	9.3	19.6

Statements of expenditure from 1946-47 to 1951-52 by way of grants to Universities :—

	Madras.	Andhra.	Annamalai.
	RS.	RS.	RS.
1946-47	4,01,810	4,59,060	9,46,381
1947-48	5,01,125	4,27,746	8,74,618
1948-49	6,03,200	3,86,024	17,77,975
1949-50	5,60,200	10,81,986	6,50,783
1950-51	6,25,700	10,00,276	7,67,090
1951-52	7,70,600	12,35,961	10,22,924

Statement of expenditure from State funds for colleges from 1946-47 to 1951-52 :—

			Arts colleges.	Professional colleges.
			RS.	RS.
1946-47	..	..	24,66,150	13,12,104
1947-48	..	..	26,76,670	22,22,233
1948-49	..	..	34,74,663	37,03,335
1949-50	..	..	41,80,108	40,88,847
1950-51	..	..	44,78,654	37,43,378
1951-52	..	..	53,76,138	35,79,809

G.O. No. 1000, Education, dated 18th April 1951, accepted the proposal to pay teaching grant to aided colleges on the basis of two-thirds of the net cost of the institution from 1951-52 onwards as against half the net cost admitted previously, in accordance with the provisions of the Grant-in-aid Code.

Annamalai University—

Details of expenditure.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
	RS.	RS.	RS.	RS.	RS.
Recurring expenditure on salaries of staff	..	..	..	..	..
Equipment.					
Contingencies .. ..	..	..	..	..	..
Examinations .. ..	..	..	..	..	..
Administration, etc. ..	5,84,095	7,20,607	7,40,345	9,25,135	8,49,897
Non-recurring expenditure on Buildings.	1,70,092	2,48,643	2,82,702	3,27,455	1,20,823
Electrification, etc. ... }					
Total ..	7,54,187	9,69,250	13,23,047	12,52,590	9,70,720

During 1951-52, the University received a grant of Rs. 3,700 from the Indian Council of Agriculture, New Delhi, for implementing a Scheme of Pisciculture Research in its Zoological Laboratory.

A special grant of Rs. 40,000 was received from the Union Government towards the development of post-graduate and research training facilities in the Department of Botany.

Andhra University.—The following are the figures of expenditure incurred by the Andhra University during the quinquennium :—

				RS.	A.	P.
1947-48	..	..	..	15,70,748	9	11
1948-49	..	..	..	20,19,841	10	10
1949-50	..	..	..	20,54,550	2	5
1950-51	..	..	..	24,97,771	14	2
1951 52	..	..	..	31,75,821	10	8
Total ..				1,13,18,734	0	6

Madras University.—The following were the receipts and charges during the quinquennium :—

Year.	Receipts.		Charges.	
	RS.		RS.	
1947-48	11,99,866	10,11,510
1948-49	15,18,673	13,15,847
1949-50	17,00,869	15,45,124
1950-51	17,98,350	15,69,775
1951-52	20,05,230	17,83,506

The Syndicate examined carefully the financial position of the University and the deficit in the accounts of the several departments and recommended to the Senate that the examination and other fees be raised with a view to improve the financial position. With the approval of the Senate the fees have been raised from the year 1949.

Endowments.—The following new endowments were accepted by the Senate of the University of Madras during the quinquennium amounting to Rs. 39,400.

1948.

(1) Principal B. V. Narayanaswami Naidu Prize. Amount Rs. 1,500, for the institution of a prize to be awarded to the best candidate who qualifies in the year for the B.Com. Degree.

(2) The Dr. Sir A. Lakshmanaswami Mudaliar Lectureship Endowment. Amount of Rs. 15,000 for the purpose of establishing a Lectureship on a subject pertaining to Medicine in any of its various departments including Medical, Educational, Medical Relief, Public Health and the History of Medicine.

(3) The Dr. Alagappa Chettiar Gold Medal. Amount of the Endowment Rs. 2,500. The Medal is to be awarded to the best candidate who qualifies in the year for B.Sc. (Tech.) Degree in Chemical Engineering.

(4) The Sir Alladi Krishnaswami Ayyar Shashtiabdapoorthi Lectureship Endowment. Amount Rs. 10,000 to establish a Lectureship in Political Science with special reference to India.

(5) Dr. P. V. Cherian Endowment. Amount Rs. 2,000 to be awarded to the best candidate who qualifies in the year for the M.S. Degree in Branch II—Oto-Rhino-Laryngology as the special subject.

(6) Rs. 3,400 to establish a lectureship to be named as Professor Joseph Franco Lectureship on a subject pertaining to Politics.

(7) Rs. 2,000 for instituting a prize to be named as the Dr. T. S. S. Rajan Prize to be awarded to a candidate who qualifies for the B.Sc. Degree in Agriculture and stands first in the examination.

(8) Rs. 3,000 for instituting a medal in the name of Sir M. Ct. Muthia Chettiar, to be awarded to a candidate who qualifies for the B.Com. Degree and obtains the highest number of marks in the subject 'Insurance' in the examination.

F. Teachers.

The number of teachers employed in the Universities and Colleges during 1951-52 was as follows:—

	Universities.	Colleges.	
		Men.	Women.
Possessing a degree —			
Men	265	2,431	5
Women	8	88	308
Possessing a Diploma or certificate—			
Men	25	220	2
Women	1	11	20
Possessing no. Diploma, Degree or Certificate—			
Men	11	10	..
Women	1	..	1
Total .. {	301	2,661	7
Men ..	10	99	329
Women ..			

Improvement of the conditions of language teachers in Government Colleges.—In G.O. No. 1028, Education, dated 16th May 1947, the following permanent posts in the Language departments were converted into posts of Lecturers in the Madras Educational Service:—

- 1 Assistant Lecturer in Languages. Government College, Anantapur.
- 2 Malayalam Pandit Government Victoria College, Palghat.
- 3 Tamil Pandit Government College, Kumbakonam.
- 4 Assistant Lecturer in Tamil. Queen Mary's College, Madras.
- 5 Assistant Lecturer in Urdu. Government Muslim College, Madras.
- 6 Tamil Pandit Presidency College.
- 7 Telugu Pandit Do.
- 8 Assistant Lecturer in Language other than English. Government Arts College, Rajahmundry.

G.O. No. 2102, Education, dated 30th June 1949, in partial modification of their order issued in G.O. No. 1028, dated 16th May 1948, directed that the temporary Madras Educational Service posts detailed above be deemed to have been sanctioned in addition to the existing posts in the Madras Educational Subordinate Service.

In 1950, Government decided *that the designation of Pandits and Munshis in Government Colleges should be changed into Assistant Lecturers, Grades I, II and III. In G.O.No. 2113, Education, dated 4th August 1951, Government directed that Assistant Lecturers in languages, Grade I, should be allowed to draw the scale of pay Rs. 150—5—200—10—250 plus Rs. 5 L.T. allowance. The scales of pay of Assistant Lecturers in Languages, Grades II and III, were allowed to be continued on Rs. 80—5—120—170 and Rs. 70—5—130 respectively.

Tuitions.—The Madras University has ruled that private tuition if undertaken by teachers in colleges should be with the knowledge of the Principal and without detriment to their legitimate duties in the college. It has also been laid down that no member of the staff should be connected with any Tutorial College. The college might arrange for the conduct of coaching classes for failed students provided the regular duties of the members of the staff are not affected. Such classes should be held outside the regular hours.

Scales of pay of the teachers under the different managements as in the final year of the quinquennium are given in Annexure I appended to the Public Instruction Report for 1951-52.

Madras University.—The number of persons declared qualified by the University of Madras for the various degrees, titles and diplomas during the quinquennium were—

		1947-48.	1948-49.	1949-50.	1950-51.	1951 52
(1)		(2)	(3)	(4)	(5)	(6)
Intermediate	.. .. .	6,802	7,587	8,816	8,066	8,417
B.Sc. .. .. .	.. .. .	870	1,058	1,248	1,090	1,136
B.A. .. .. .	.. .. .	2,111	2,215	2,206	2,333	2,708
B.O.L. .. .. .	.. .. .	24	10	13	7	13
B.O.L. (Hons.)	.. .. .	3	7	7	8	10
M.O.L. .. .. .	.. .. .	5	..	1	..	..
B.A. (Hons.)	.. .. .	237	226	290	308	300
M.A. .. .. .	.. .. .	112	88	144	138	176
M.Litt. .. .. .	.. .. .	6	4	3	11	9
Ph.D. .. .. .	.. .. .	8	8	13	11	14
D.Litt. .. .. .	.. .. .	..	..	..	2	..
B.Sc. (Hons.)	.. .. .	89	99	101	127	119
M.Sc. (By exam.)	.. .. .	..	..	15	15	7
M.Sc. .. .. .	.. .. .	13	19	22	21	28
D.Sc. .. .. .	.. .. .	2	..	..	..	2
B.Com. .. .. .	.. .. .	196	406	282	496	585
B.Com. (Hons.)	.. .. .	..	..	..	..	22
Oriental Titles	.. .. .	356	266	279	322	311
Diploma in Economics	.. .. .	..	1	4	3	2

* Government Memorandum No. 72406-A/47-13, Education, dated 25th September 1950.

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	1947-48.	1948-49.	1949-50.	1950-51.	1951-52*
(1)	(2)	(3)	(4)	(5)	(6)
Diploma in Music	6	6	9	12	14
Diploma in Political and Public Administration	4	7	7	8	6
Diploma in Geography	7	6	..	..	..
Diploma in Statistics	9	16	17	23	18
Diploma in Librarianship	5	3	14	8	13
Diploma in Journalism	1	2	5	3	3
Diploma in Anthropology .. ..	..	3	3	4	2

Annamalai University.

Examinations.	1947-48.		1951-52.	
	Number examined.	Number passed.	Number examined.	Number passed.
(1)	(2)	(3)	(4)	(5)
Intermediate	442	207	500	233
B.A., Part I.	62	43	51	6
B.A., Part II	55	53	27	25
B.A., Part III	60	53	24	20
B.A., Part IV	61	56	32	31
B.Sc., Part I	117	80	94	67
B.Sc., Part II	112	111	68	60
B.Sc., Part III	118	89	85	48
B.Sc., Part IV	115	97	81	63
B.O.L.	1	1	1	1
B.A. (Hons.) and B.Sc. (Hons.) Preliminary	58	45	106	86
B.Sc. (Hons.) Subsidiary in Mathematics and Chemistry	11	10	12	8
B.Sc. in Physics	6	6	6	5
B.Sc. in Chemistry .. ..	..	..	8	8
B.Sc. in Botany .. ..	..	..	2	2
B.A. (Hons.), Branch II, History and Politicals	15	15	7	
B.A. (Hons.), Branch III, Economics	28	28	35	35
B.A. (Hons.), Branch IV, English Language and Literature ..	6	5	3	21
B.A. (Hons.), Branch V, Sanskrit Language and Literature ..	..	..	3	3
B.A. (Hons.), Branch VI, Tamil Language and Literature ..	5	5	10	10
B.Sc. (Hons.), Branch I, Mathematics	7	7	6	5
B.Sc. (Hons.), Branch II, Physics.	14	13	12	11
B.Sc. (Hons.), Branch III, Chemistry	7	6	10	10
B.Sc. (Hons.), Branch IV, Zoology.	..	..	6	6
Entrance Test to Pulavar Course.	56	30	46	37
Pulavar Preliminary Registration 8-C	18	11	13	12
Pulavar Final Registration 8-C ..	29	21	15	14

Annamalai University—cont.

Examinations.	1947-48.		1951-52.	
	Number examined.	Number passed.	Number examined.	Number passed.
(1)	(2)	(3)	(4)	(5)
Vidwan Preliminary Registration 8-A .. .. .	..	..	1	1
Vidwan Final Registration 8-A ..	1	1	..	..
Vidwan Preliminary and Final 8-A	1	1	..	..
Certificate of Proficiency in Oriental Learning	3	3	3	1
Siromani Preliminary .. .. .	..	..	1	1
Siromani Preliminary and Final ..	4	4	..	..
Siromani Final	1	1	1	1
Sangitha Bushana Preliminary ..	40	39	14	8
Sangitha Bhushana Final ..	30	30	14	13
Tamil Music Certificate	2	2	2	1
Inter. Engineering Part I ..	135	87	126	69
Do. Part II ..	124	92	115	78
Do. Part I (Civil) ..	51	40	71	49
Do. Part I (Mech.) ..	17	13	16	13
Do. Part I (Elec.) ..	20	14	20	15
Do. Part II (Civil) ..	..	..	60	52
Do. Part II (Mech.) ..	..	..	21	21
Do. Part II (Elec.) ..	..	..	9	7
Do. Part I (Chem.) ..	28	23	36	20
Do. Part II (Chem.) ..	22	17	38	25
B.E. Degree, Part I (Chem.) ..	14	12	26	24
B.E. Degree, Part II (Chem.) ..	..	..	23	21

H. Medium of Instruction.

Annamalai University.—The medium of instruction for the various University Courses of Study in this University was English, except for the Sangita Bushana Course in Music and the Oriental Title Course. Suitable text-books in Tamil of the required standard on a few subjects comprising the several courses of study have been published, and a few more are under preparation. In response to a desire expressed by some students to take instruction in Tamil, an experiment was tried during 1948-49 to run a parallel course in English and in Tamil for (1) History, (2) Economics, (3) Logic under Part III in the Intermediate Course. The parallel courses were stopped for juniors from 1950-51 as the response was meagre.

The Syndicate of the Annamalai University communicated the following views of the University, on a reference from the Government of India forwarding the recommendations of the Committee appointed by them, on the medium of instruction at the University stage:—

(a) That the University has already introduced Tamil as the medium of instruction in the Intermediate courses of study in regard to Part III Arts subjects. The question of introducing

Tamil as the medium of instruction for science subjects is engaging the attention of the authorities. The publication of suitable text-books is in progress.

(b) While the University is in favour of affording facilities to such of those students who desire to have instruction in the federal language, it is not in favour of introducing a compulsory test. Facilities will be offered for students who take up the federal language as an optional subject by appointing a qualified person to teach the federal language.

(c) English will be continued as a language wherever compulsory, and will be retained as literature in the optional courses of study. Arrangements were made from the academic year 1949-50 for the conduct of parallel courses of instruction in English and in Tamil, in History, Economics and Logic under Part III of the Intermediate.

Madras University.—The medium of instruction continued to be English in the University. The Senate while considering the report of the University Education Commission referred back to the Syndicate Chapter IX of the report relating to the medium of instruction.

The Syndicate appointed a committee to go into the question of medium of instruction in colleges, and the following report, as finally approved by the Syndicate, was submitted to the Senate and communicated to the State and Central Governments:—

“(1) Educational institutions should have the freedom to choose their medium of instruction ;

(2) Educational institutions should not be deprived of the liberty of choosing English as the medium of instruction ; and

(3) All-India Institutions of Research should, for the present, continue to have English as their language ; and urged for

(a) taking immediate steps to prepare the ground for introducing the regional language as the medium of instruction in University classes ;

(b) enriching sufficiently and suitably the regional languages so that they can be used as the medium of instruction in due course ; and

(c) providing suitable books and properly equipped personnel for implementing the recommendations contained in clauses (a) and (b).”

At present, though the medium of instruction is English in this University, there is provision for adopting any of the regional languages as the medium if a college so desired. One or two colleges which arranged for giving instruction in Tamil medium in History and Logic reverted to English owing to the difficulty in getting proper text-books in languages and also teaching staff.

I. Improvements in Curriculam.

Andhra University.

1947-48.

1. Introduction of Statistics as an optional subject under Part II Mathematics (Main) of the B.Sc. Degree Examination.

2. Introduction of two subsidiary subjects in place of one for the B.Sc. (Hons.) Degree Examination with Botany or Zoology as Main subject to be in line with the B.Sc. (Hons.) Degree Examination with Geology as Main subject.

3. Provision enabling B. Com. (Hons.) Degree holders to do research for two years and submit thesis for M. Com. (Hons.) Degree without having first to take the M. Com. Degree.

4. Institution of M.Sc. Degree in Botany and Zoology.

5. Institution of M.Sc. Degree in Mathematical Physics by pure Examination in lieu of the current M.Sc. Degree by Research and Examination.

6. Institution of M.Sc. Degree in Agriculture by research.

7. Institution of the B.A. (v) Degree Examination in the Faculty of Ayurveda. This is now kept in abeyance.

1948-49.

1. Institution of M.Sc. Degree Examination in Geophysics in (i) Meteorology and Oceanography and (ii) Physics of the Earth.

2. Introduction of (a) Pathology and (b) Bacteriology as subject of research for the M.Sc. Degree in non-clinical subjects in the Faculty of Medicine.

3. Provision for compulsory submission of thesis for the M.D. and M.S. Examinations.

1949-50.

1. Institution of M.L. and D.L. Degrees in the Faculty of law.

2. Introduction of Basic Education in the curriculam for the Bachelor of Education Degree Examination and complete revision of the course of study.

1950-51.

1. Introduction of Botany, Zoology and Geology as subjects of study under Part III of the B.A. Degree Examination.

2. Institution of M.A. Degree in International Relations, M.A. (Inter-Rel.) by examination.

3. Introduction of Applied Physics as a subsidiary subject under Part II Physics Main of the B.Sc. Degree Examination.

4. Introduction of Advanced Physical Chemistry as an additional optional subject for the B.Sc. (Hons.) Degree Examination with Chemistry Main.

5. Institution of M.Sc. Degree in Statistics by examination.

6. Institution of Bachelor of Pharmacy (B. Pharm.) Degree by examination in the Faculty of Science.

7. Institution of B.Sc. Degree in Bacteriology in the Faculty of Medicine.

8. Introduction of Bacteriology as a main subject of study and research for the award of the M.D. Degree Examination.

1951-52.

1. Introduction of "Physiology" as a subject under Part III of the I.A.Sc. Examination.

2. Introduction of Linear Transformation in 'Hilbert Space' as an optional subject for the M.Sc. Degree Examination in Mathematical Physics.

3. Introduction of M.Sc. Degree in Applied Geology by examination.

The I. Sc. course of study which was organized and started in July 1949 with a view to providing a higher standard in Science subjects at the Intermediate stage so as to better equip Intermediate candidates admitted to the Honours and Professional Degree Courses of Study, was abolished with effect from July 1952. Such a step was considered desirable in view of the shift of emphasis in favour of providing a cultural basis to University Courses of Study so as to make students good future citizens. In place of the I.Sc. the I.A.Sc. course was reintroduced in July 1950. The new I.A.Sc. Course, while maintaining the requisite standard which obtained in the old I.A.Sc. Course, provides at the same time a higher standard in science approximating to that of the I.Sc. without its attendant defect of low language standards.

Madras University.

During the quinquennium several new courses were instituted and some of the existing courses were revised by the University of Madras. The following degrees and diplomas were newly instituted :—

Degrees—

B.Com. (Hons.) Degree.

M.Sc. (By Examination).

B.I.M. (Bachelor of Indian Medicine in the three branches of Medicine, Ayurvedic, Siddha and Unani).

B.D.S. (Bachelor of Dental Surgery).

Diplomas—

Diploma in Analytical Chemistry.

Some of the important new courses of study introduced and revisions made during the period are given below :—

(a) Practical tests in Science subjects for Intermediate Examinations.

(b) Provision of a new comprehensive—Group E in Indian Music and Western Music under Part III of the Intermediate Examination.

(c) Drawing and Painting for Intermediate and B.A. Courses under Part III.

(d) Introduction of a new group under Part III of the B.A. Degree—B.A. Group III (b)—Philosophy.

(e) Revision of the scheme and courses of study in Branch VII of the B.A. (Hons.) Course—English Language and Literature of B.A. (Hons.).

(f) Provision of various courses in Geography in B.A. and B.Sc., Pass and Honours Degree courses.

(g) Revision of the course of study for B.Sc. (Pharmacy) and the nomenclature changed to B. Pharm. Degree.

(h) Revision of B.T. Degree Course.

(i) The Certificate Course in Librarianship was revived.

(j) Provision of courses in Automobile Engineering and Textile Technology under the B.E. Degree Course.

(k) Revision of the courses of studies and examination for the First Examination in Law and B.L.

(l) Provision of written, practical and *Viva-voce* tests in addition to submission of thesis for Research degrees.

(m) Prescribing annual certificate of attendance to candidates undergoing Oriental Title and Diploma courses.

(n) Introducing Anthropology as a subsidiary subject to Geography as main subject, in the B.Sc. Degree Examination.

(o) Alterations to the regulations governing the B. Com. Pass and Hons. Degree Examinations, regrouping the division subjects in the pass course, and providing additional special subjects in the Honours course.

Annamalai University.

During the Quinquennium, 1947–52, the University, on the academic side, pursued a policy of consolidation of the existing courses rather than of expansion. The departments of study carried on their normal activities of teaching and research.

Provision for instruction in Zoology and in Statistics for the B.Sc. (Hons.) Degree was made with effect from July 1947. Instruction in Philosophy and Botany for the B.A. (Hons.) and B.Sc. (Hons.) degrees respectively was revived with effect from July 1950. Post Honours Courses leading to the award of M.Sc. Degree (by examination), as distinct from the M.Sc. Degree (Research), and a degree course in Music leading to the award of

B. (Mus.) Degree were instituted. Courses of study in Agriculture for the Intermediate and B.Sc. courses were instituted from the years 1951 and 1952.

Provision was made for the institution of courses of studies in the following subjects leading to the award of the M.Sc. Degree (by examination): Mathematics, Physics, Chemistry, Botany, Zoology and Engineering. Instruction in some of the subjects like Agricultural Engineering and Structural Engineering is to commence from July 1953. Regulations were amended including "Elements of Psychology" and "Elements of Politics" as subjects of study under Part III of the Intermediate Course. Certificate and Diploma courses in Scientific French for the benefit of students desirous of pursuing higher study and research were also instituted during this period.

The number of question papers for the B.A. (Hons.) Degree examination in Tamil Language and Literature was increased from 9 to 10.

The scheme of examination for the award of Oriental titles was revised with a view to securing uniformity with the schemes of examination for similar titles awarded by the Madras University.

"Military Education", Elements of Psychology and Elements of Politics were offered as additional optional subjects under Part III.

"Saiva Siddhanta" was offered as one of the subjects under Philosophy for the B.A. course as an alternative to European Philosophy.

The scope and content of the papers for B.Sc. (Hons.) Examination in Zoology was clearly defined.

The syllabus in Historical Chemistry for the B.Sc. (Hons.) Degree Examination in Chemistry was revised prescribing the study of contributions of six chemists therein.

"Social Institutions" was included as an optional subject for the B.A. (Hons.) Degree Examination in Economics.

The number of papers for the B.A. (Hons.) Degree Examination in Tamil was increased from nine to ten to effect uniformity with the other Honours Examinations in the Oriental Faculty.

The B.A. (Hons.) Degree Examination in Sanskrit was revised to include an essay paper having two equal parts, one of which is to be answered in English and the other in Sanskrit.

Oriental Title Examinations.—The scheme of examinations for Oriental Titles was altered to bring them in line with those for similar titles awarded by the University of Madras.

Maintenance of standards.—Instruction continued to be imparted in accordance with the syllabus prescribed for the different courses of studies through the general mode of lecturing

to the students in convenient batches supplemented by tutorial instruction and practical demonstration wherever necessary.

Buildings.—There were no regulations governing buildings in the Andhra and Annamalai Universities. The Madras University had laid down the regulation that the minimum floor space per student should be not less than 8 square feet in a lecture hall with a gallery and 10 square feet where there is no gallery. The college halls were in general to have a width of 30 feet so as to suit the requirements of large and big lecture halls and for the fixing of work benches, etc. In the case of laboratories, an Intermediate student was to have 33 square feet and a B.A. or B.Sc. student 50 square feet. The length of the working space for an Intermediate student was fixed at 4 feet and for a B.A. or B.Sc. student at 5 feet. There were to be two separate laboratories if degree courses in Science subjects were conducted, one preferably for the main standard and the other for the Intermediate and subsidiary standard, provided the laboratory was not used simultaneously for the two. All the plans (blue prints) for construction of buildings had to be approved by the university before construction work was commenced. Hostel accommodation had to be provided for at least 50 per cent of the strength of the college. The rooms had to be designed for use either by a single student or three students. For a single room the minimum area was 80 square feet, while for a treble room it was not to be less than 200 square feet. Hostels were to be built in small blocks which accommodated 30 to 40 students.

Size of classes.—The Andhra and Annamalai Universities had not laid down any regulations in this regard. The Madras University had laid down that, ordinarily, no batch of any class should have more than 120 students for lectures. For practical work for the Intermediate the maximum in a batch should not exceed 48 in Physics and Chemistry, and 32 in Natural Science, and the total number of batches should not exceed 4 for Physics and Chemistry and 3 for Natural Science. The strength should not exceed 15 for Psychology, and 60 in Elements of Commerce and Accountancy.

(J) Research.

Madras University.—The value of the studentships was raised during the year to Rs. 80 (in the case of Arts, Science, Oriental learning and for Fine Arts Faculties) and Rs. 125 (in the case of professional faculties) and of fellowships to Rs. 250.

There was considerable expansion of the Research Departments. With a view to improving the facilities for research in certain departments, particularly in Science subjects, the University approached the Union and State Governments for assistance. The Union Government and State Government gave capital and necessary grants for the purpose. In 1950 with these grants the

following additional appointments were made in the departments, which were hitherto run by single persons:—

Chemistry Department (including Bio-Chemistry).	1 Professor and 1 Reader.
Zoology Department	1 Reader and 1 Senior Lecturer.
Botany	1 Reader and 1 Senior Lecturer.
Mathematics (including statistics Department).	1 Senior Lecturer.
Psychology Department ..	1 Senior Lecturer.
Geography Department ..	1 Reader.
Technology (Textiles)	2 Readers.

The departments of Physics (with a Professor and Reader) and Geology (with a Reader) were also instituted and appointments were made to start the same.

New Departments of International and the Constitutional Law started functioning from October 1951, and the Department of Organic Chemistry started functioning from November 1950 and the Department of Physics from March 1952.

In addition to this the Syndicate with the approval of the Senate revised the scales of salaries of the Junior and Senior Lecturers of the departments as follows:—

RS.

Junior Lecturers ..	150—10—250
Senior Lecturers ..	200—15—350—20—450—25—500

Provision was also made for promotion of teachers in the different departments by providing for some rotating Professorships and Readerships.

A notable change in the Tamil department was the conversion of the Readership to that of a Professorship with the help of an endowment of Rs. 54,000 made by Miss T. Lazarus for founding, a chair in the name of her father, the Rev. John Lazarus and the additional recurring grant sanctioned by the Government. The Professorship was named "The Rev. Dr. Lazarus Professorship of Tamil."

The course for M.Sc. (by examination) was started in 1949 in the University with the co-operation of the Professors in Honours Colleges and the University.

Catalogous Catalogorum.—The work on the catalogus catalogorum was continued in the Sanskrit department. Volume I of the catalogue was published. The question of expediting the completion of this important publication was considered by the Syndicate and additional staff was appointed in 1950. A grant of Rs. 6,000 was received from the Government of India towards

this, with a promise to make similar grants for a period of four more years. The Universities of India were also requested to make grants. A grant was received from the Andhra University for Rs. 750. The Baroda University agreed to pay an annual grant of Rs. 500 for a period of three years from 1952 and the first year's grant has been received. It is hoped that the other Universities might also give their valuable support and financial assistance.

The publication of the Concise Tamil Lexicon is also under progress and is expected to come out soon.

Lectures.—Lectures under the various Endowment Lectureships were delivered by persons invited by the Syndicate as usual.

Extension Boards were constituted at various centres every year and lectures were delivered for the benefit of the public.

Further, special lectures were also arranged to be delivered by some of the eminent persons who visited India from time to time.

Madras University Library.—The total number of volumes in the library for each year during the quinquennium was as follows :—

Years.							Number of volumes.
1948	..	..	..	..	..	..	142,089
1949	..	..	..	..	..	..	145,842
1950	..	..	..	..	..	..	149,873
1951	..	..	..	..	..	..	153,884
1952	..	..	..	..	..	..	158,899

Annamalai University.—The statutes governing research studentships were amended making provision for the award of 10 studentships per year and the value of the stipend increased to Rs. 50 per month. Towards the development of post-graduate research and training facilities in scientific and technological subjects the Government of India during the years 1950-51, 1951-52 and 1952-53 granted scholarships of the value of Rs. 100 and Rs. 200 per mensem in the departments of Mathematics, Physics, Chemistry, Botany, Zoology and Technology. The scholars selected for these scholarships worked in the laboratories under the supervision of the respective professors.

The Special Committee (with Dr. R. K. Shanmugam Chetty as Chairman) constituted by the Syndicate to examine and report on the work and reorganization of the Research department submitted its report in 1951-52.

A biological station was established at Porto Novo to provide facilities for advanced study and research in Estuarine Biology. The Governments of India and Madras made grants towards the equipping and upkeep of the research station. Research work done by the members of the staff of the various departments of study was

published in the university research journal or other learned periodicals, while the activities of the students found expression in the University magazine published annually.

Research studentships in various subjects were awarded every year to Honours graduates. The heads of departments of study relating to the respective subjects of their research directed their work.

The Research department in Tamil was reorganized with a Professor as its head, who was made responsible for all plans of work in the department. Effective co-ordination between the Research and Teaching departments of Tamil was secured. To intensify teaching and co-ordination of research, the Tamil department was bifurcated into two departments, one in charge of teaching of the Arts Courses up to the Honours standard, and the other in charge of teaching of the Oriental courses under the independent charge of two Professors. The publication of an authoritative and critical edition of *Kambaramayanam* in twelve volumes has been undertaken. All available manuscripts in Tamil Nad are being secured and examined. The first volume is expected to be published during 1953.

Government of India grants.—Towards the development of post-graduate and Research training facilities in scientific and technological subjects the Annamalai University received financial grants from the Government of India during 1950–51 to augment the existing facilities for Research training in the departments of Physics, Chemistry, Botany, and Zoology. Besides, a scheme of junior and senior research scholarships in Science subjects of the value of Rs. 100 and Rs. 200 per mensem was also implemented from 1950–51. Under this scheme more than a dozen research scholars are working in the University laboratories on specific problems prescribed by the Professors concerned. A council of post-graduate studies and research has been constituted to co-ordinate the activities of the various scholars of post-graduate study and research at the University.

K. Extra curricular activities.

Attention was paid to extra curricular activities among students of the Universities and Colleges. The teaching staff was assigned a share in these activities, especially to supervise and guide. Thus extra curricular activities received increasing attention in Colleges. College unions, meetings, social service leagues, etc., were helpful to the students to take a keen interest in the life around and relate life to the studies in which they were engaged.

Sports and Tournaments.

Madras University.—Inter-collegiate sports and tournaments were conducted every year and prizes and trophies were awarded to the winners.

Inter-collegiate tournaments for women students in tennis, tennikoit, badminton and net-ball were started from the year 1950, and were being conducted since then, on a general basis.

The University took part in the various Inter-University tournaments also, and the University was able to secure trophies in the various events.

Inter-Collegiate Debates.

Inter-collegiate debates in English, Tamil, Telugu, Kannada, Malayalam and Urdu were conducted every year during the quinquennium.

The debates were of a high order, and the students took keen interest in them. Certificates were awarded to the winners. On the invitation of the Ceylon University, the Madras University deputed the winners of the first and second places in English in 1949 for an Inter-University debate held under its auspices at Colombo. Two British debating teams also came and had debates with the University teams.

The functioning of the National Cadet Corps Senior Division Units in the colleges is dealt with in Chapter XIII.

Madras University Information Bureau.—The Bureau gave guidance and necessary information to the students in matters of higher education, in India and abroad, on scholarships, professional courses, research institutes, career guidance, competitive examinations, etc. The bureau maintained a reference library containing calendars of the Universities of India and abroad, and catalogues and prospectus of professional and research institutions of various countries. The bureau maintained close contact with the Government of India, Central Bureau of Education. The applications for admissions to the Universities abroad were forwarded to the respective institutions through the bureau.

II. New Developments and Outstanding Problems.

Problems.—The period under review witnessed a phenomenal expansion in University education. This is consequent on the spread of secondary education. This rapid expansion has affected the university standards.

The different media of instruction in school and college has widened the gulf.

The problem of teachers.—Teachers with attainments and efficiency are not available in adequate numbers for service. The emoluments attached to the lecturing profession have not been attractive enough. In spite of the attempts by University authorities, paucity of funds is standing in the way of progress.

Another defect noticeable in collegiate education has been the duplication of Arts Colleges and the consequent increase in the ranks of the unemployed graduates with a general education. The element of wastage in the present collegiate education needs to be tackled with effective planning.

CHAPTER VIII.

TECHNICAL AND PROFESSIONAL EDUCATION.

Trends and developments.

1. *Progress in Medical Education.*

The number of medical colleges (allopathic) in the State at the end of the quinquennium was 4 for men and 1 for women, and the number of scholars under instruction in these institutions was 2,090 men and 631 women.

	1947-48.	1951-52.
1 Total number of medical colleges ..	5	5
2 Colleges specially intended for women.	1	1
3 Total number of students	2,140	2,721
4 Number of men students	1,588	2,090
5 Number of women students	552	631
6 Total number of students who passed the M.B.B.S. Examination—		
Men	186	257
Women	67	96

The Medical College, Madurai, functioning in the Stanley Medical College, Madras, was abolished in 1950-51.

During the period 1947-52 there was considerable expansion in post-graduate course. Shortened M.B.B.S. Courses for L.M.Ps. and other licentiates were conducted.

The strength in the various medical colleges for the M.B.B.S. Course during 1951-52 was as shown below :—

	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Total.
1 Andhra Medical College.	64	92	71	76	130	433
2 Medical College, Guntur.	50	85	..	..	..	135
3 Medical College, Madras.	125	183	145	199	2,374	889
4 Stanley Medical College, Madras.	100	136	84	139	137	596
5 Christian Medical College, Vellore.	45	54	30	49	44	222

The names of the courses of studies run by the different institutions in 1951-52 are given below :—

1. Andhra Medical College—

M.B.B.S. Course.

Condensed M.B.B.S. Course for licentiates.

1. Andhra Medical College—*cont.*
 Diploma in Pharmacy.
 Diploma in Gynæcology and Obstetrics.
 Diploma in Laryngology and Otology.
 Diploma in Ophthalmology.
 Diploma in Venereal Diseases.
 Sanitary Inspectors Course.
2. Guntur Medical College, Guntur—
 Pre-Clinical M.B.B.S. Course.
3. Stanley Medical College, Madras—
 M.B.B.S. Course.
 Condensed M.B.B.S. Course for licentiates.
 Sanitary Inspectors Course.
4. Madras Medical College, Madras—
 M.D. (General Medicine).
 M.D. (Pathology Main).
 M.S. (General Surgery).
 M.S. (Oto-rhino-laryngology).
 M.S. (Ophthalmology).
 M.B.B.S. Course.
 Condensed M.B.B.S. Course for medical licentiates.
 Bachelor of Sanitary Science Course.
 Bachelor of Pharmacy Course.
 M.Sc. (Faculty of Medicine).
 Diploma in Gynæcology and Obstetrics.
 Diploma in Oto-rhino-laryngology.
 Diploma in Maternity and Child Welfare.
 Diploma in Clinical Laboratory Science.
 Diploma in Nursing.
 Licentiate in Public Health.
 Sanitary Inspectors Course.
5. Missionary Medical College, Vellore—
 M.B.B.S. Course.
 Condensed M.B.B.S. Course for licentiates.

The Colleges at Guntur and Visakhapatnam were affiliated to the Andhra University and the others to the Madras University.

Madras Medical College.—The strength in the various courses held in the Madras Medical College during 1951-52 is given below :—

Name of course.	Number of students.
M.B.B.S. 	889
B.S.Sc. and L.P.H. 	4
M.D. 	26
B.G.O., B.O. 	26
D.L.O. and T.D.D, 	14

Name of course.			Number of students.
Diploma in Pharmacy	..	..	16
Diploma in Nursing	..	..	9
Sanitary Inspectors Course	..	..	100
B. Pharmacy	..	..	30
M.S.	..	..	17

Stanley Medical College.--In the year 1947, the admission to the Pre-Registration class was 72, out of which 56 were men and 16 women. The Madura Medical College was also functioning in the premises of the Stanley Medical College. In the year 1950, 16 licentiates were admitted for the condensed M.B.B.S. Course, of whom two were women. The admission of the students for the M.B.B.S. Course was raised from 72 to 100, and 10 licentiates were also taken for the condensed M.B.B.S. Course in July 1952.

The Sanitary Inspectors Training Course was started in the College and the first batch admitted to the course was 68 students in July 1950.

The Health Visitors Training Class was transferred from the Madras Medical College to the Stanley Medical College. No new courses or any sandwich courses were introduced.

A new block for housing the departments of Anatomy and Physiology was constructed at a cost of Rs. 9.5 lakhs.

The construction of a hostel block for 80 students was taken up in the year 1949 and completed.

The Anatomy Department of this college has been upgraded, and it has become the training centre for post-graduate training all over India, and a Director has been appointed to the Upgraded Anatomy Department.

The total expenditure for 1946-47 was only Rs. 2,62,000, it increased to Rs. 6,15,000 in 1951-52.

The Christian Medical College, Vellore.—This institution began as a college for imparting instruction to the M.B.B.S. in 1942. To start with it was, primarily, a College for women students. In 1947, for the first time, a change in policy was made, and men students were admitted. Besides, in 1947 a shortened M.B.B.S. Course was opened, and five L.M.P. and D.M. & S. Diploma holders were admitted for this course. Since 1947 the admission of men students has progressively increased till at present 16 men and 19 women students are admitted to the regular M.B.B.S. Course and 4 men and 6 women to the shortened M.B.B.S. Course.

To start with the College was given temporary affiliation to the Madras University. In 1950 the College was affiliated permanently to the Madras University. Since then various developments have taken place.

In 1950 the University granted permission to register candidates in the post-graduate courses for the Degrees of M.D. and M.S. A Thoracic department was started under Dr. R. H. Betts. The Government of India upgraded this department in 1950 and it is now recognized as an All-India Centre for Thoracic Surgery, and post-graduates are taken from all over India for special training in Thoracic Surgery. Besides, in 1949 a department of neuro-surgery was opened under Dr. Jacob Chandy. This department is one of the first of its kind in India and has been steadily growing. In 1952 the University recognized this college as one of the institutions where instruction for the D.G.O. Diploma can be taken. Now students can put in six months of the D.G.O. course in this college and complete it by another six months in Madras. There is also a department of Anæsthitology which is recognized as a training centre for the Diploma in Anæsthitology, London.

Since 1947 various improvements have been made in the college and hospital. A new block for Physiology and Bio-chemistry has been completed and is in use for the students.

The College of Indigenous Medicine.—The college provided instruction leading to the award of the following Government Diplomas :—

1. Graduate of the College of Indigenous Medicine (G.C.I.M.),
2. Licentiate in Indigenous Medicine (L.I.M.), and
3. Compounder in Indigenous Medicine.

Both the G.C.I.M. and L.I.M. courses were of five years' duration.

The School of Indigenous Medicine was converted into a College of Indigenous Medicine in 1947. This was the only institution in the State for imparting instruction and training in Ayurveda, Siddha and Unani systems of medicine. Fifty students were admitted to the G.C.I.M. course. Admission to the G.C.I.M. was restricted to those who had passed the Intermediate, while S.S.L.C. holders were eligible for admission to the L.I.M. course. Admissions to the L.I.M. course was discontinued from July 1947. The L.I.M. course was, however, revived in 1948 and hundred students were admitted to the course every year thereafter. The duration of the L.I.M. course was reduced from five to four academic years. The number of admissions to the G.C.I.M. course was temporarily increased during the year 1950 and 1951 from 50 to 60. The first batch of G.C.I.Ms. appeared for the final G.C.I.M. examination conducted by the Government Board of Examiners in Indigenous Medicine in 1952 and 7 qualified for G.C.I.M. Diploma. So also the first batch of L.I.M. students admitted in July 1948 (New Regulations) appeared for the final year examination in 1952 and 8 qualified for the L.I.M. Diploma. The strength of the College and the number of students studying for various courses, number of women students, number of students

enjoying stipends from Government and local bodies and the percentage of passes each year are furnished below in the form of a tabular statement. The L.I.M. course was again ordered to be abolished in 1952 and admission to this course was discontinued from July 1952 and the number of admission to the G.C.I.M. course increased from 50 to 100.

Staff.—The Principal, College of Indigenous Medicine, is the head of the institution. The number of teaching staff in the college on 31st March 1952 was 83, including 17 gazetted officers, as against 25 and 2, respectively, of the school prior to 1947.

Research.—A Research department was added to the College and Hospital in 1949. Clinical Research work was started with a skeleton staff of one gazetted and two non-gazetted staff. Literary Research work was also included in the scheme of research later and compilation of text-books is in progress.

Herbarium.—Opening of a Herbarium in Arumbakkam village was sanctioned in 1950. A sum of Rs. 41,000 was sanctioned towards recurring and non-recurring expenditure. Fourteen acres of land have since been transferred from the Revenue department to this department and work in connexion with the opening of the Herbarium is progressing.

Library.—The library contains books of both modern and indigenous medicine in addition to valuable manuscripts. The number of volumes in 1952 was 6,693 as against 5,659 in 1947.

Physical education was given proper attention. Separate hostels were provided for men and women students. Construction of permanent buildings for accommodating 80 men and 30 women students at a cost of about 2½ lakhs sanctioned in 1948 has been completed and occupied by the students of the college.

Buildings.—Permanent buildings for the College and Hospital of Indigenous Medicine including quarters for nursing staff at an estimated cost of Rs. 15 lakhs are under construction. A special subdivision (P.W.D.) has been created to hasten the work of construction.

Hospital.—The students continue to receive clinical instruction in the hospital attached to the College of Indigenous Medicine. The sanctioned bed-strength of the hospital before 1947 was 110 and it has since been increased to 210. The students of the college are posted for training in special departments of the General Hospital like Venereal, Dental, Dermatology, Radiology, etc., and in the other city hospitals like the Mental and T.B. hospitals. They are also given training in leprosy at the Tirumani Sanatorium, Chingleput.

Majority of the L.I.M. and G.C.I.M. who passed in 1952 are now working as Indigenous Medicine House Physicians and House Surgeons in the District Headquarters Hospitals.

	1947.	1948.	1949.	1950.	1951.	1952.
Strength of students—						
G.C.I.M. Course	49	95	141	191	239	333
L.I.M. Course	289	357	381	429	431	396
Compounders' Course .. .. .	..	2	10	9	9	6
Total	332	454	532	629	679	735
Women students	35	63	52	86	85	52
Stipends—						
(a) Government	40	33	46	72	74	69
(b) Local bodies	2	3	6	14	18	26
Examination results—						
I Year L.I.M.	68	89	99	81	77	74
II Year L.I.M.	68	68	74	44	49	41
III Year L.I.M.	80	79	86	80	65	53
IV Year L.I.M.	83	70	53	42	63	35
Compounders	40	38	25	47	38	50
I Year G.C.I.M. .. .. .	..	64	100	86	77	74
II Year G.C.I.M. .. .. .	..	..	56	64	49	32
III Year G.C.I.M. .. .. .	..	..	..	78	65	56
IV Year G.C.I.M. .. .. .	..	..	..	..	63	39
V Year G.C.I.M. .. .. .	..	..	..	..	..	86

Lady Hope Nursing School.—The strength of the Lady Hope Nursing School attached to the Government General Hospital was 50 in 1951-52.

2. Veterinary Education.

The Madras Veterinary College was the only institution in the State imparting instruction in Veterinary Science during the quinquennium. Two courses of study are being conducted there, viz., B.V.Sc. Degree Course and the Veterinary and Live-stock Inspector's Course. B.V.Sc. Course is affiliated to the Madras University. On the recommendation of the Veterinary Education Committee of the Indian Council of Agricultural Research to render uniform curricula of studies in the various Veterinary Colleges in India giving prominence to the subject of animal husbandry, the 5-year Degree Course was remodelled into one of 4 years and one term abolishing the Diploma Course run concurrently with the Degree Course. This revised course was introduced with effect from 1946-47 and the G.M.V.C. Diploma Course of 4 years and the combined B.V.Sc. Degree Course of 5 years were abolished. The first batch of students under the revised B.V.Sc. Course completed their course in 1950-51. According to the revised course the Animal husbandry subjects are taught

in four divisions spread over the whole period of the course. Farm training in different livestock farms for a period of 6½ months, in all, is also given. The subjects taught are as follows :—

B.V.Sc.—First year.—(1) Biology, (2) Chemistry, (3) Animal Husbandry (Part I), Handling and Shoeing; Second year—(1) Anatomy including Histology and Embryology, (2) Physiology including Experimental Physiology and Bio-Chemistry, (3) Animal Husbandry (Part II Hygiene), (4) Parasitology; Third year—(1) Pathology and Bacteriology, (2) Pharmacology, (3) Animal Husbandry (Part III, Nutrition and Dairy Science); Fourth year—(1) Medicine, (2) Surgery, (3) Animal Husbandry (Part IV, Genetics and Breeding), (4) Meat Inspection.

Farm training for a period of 1½ months is given at the end of the first three years during the summer vacation, and 2 months in the fourth year.

To carry out the routine animal husbandry work and to render first aid to animals in the rural areas, the necessity for providing a cheaper agency than that of qualified Veterinarian was being felt. With this object in view the Veterinary and Livestock Inspector's Course of two years' duration was introduced in the year 1948-49, abolishing the shorter course of Stockman-compounder Course run till then. The subjects taught in this course are—

First year: (1) Anatomy, (2) Physiology, (3) Animal Husbandry (Part I), (4) Materia Medica and Pharmacy.

Second year: (1) General and Minor Surgery, (2) Preventive Medicine, (3) Animal Husbandry (Part II), including Dairying and Poultry.

The successful candidates are awarded diploma in Animal Husbandry. The course is run at the Livestock Research Station, Hosur, for eight months and at the Madras Veterinary College for three months—April, May and June.

In order to afford training in the modern methods of diagnosis, treatment and management of livestock in health, Post-Graduate Refresher Course of three months' duration is also run from 1950-51.

With a view to minimise and, if possible, to prevent the loss, estimated at 25 lakhs of rupees annually, due to faulty flaying of slaughtered animals, by training flayers in the methods of scientific and correct flaying, a flaying school was started in this college.

The tuition fee that was abolished for the B.V.Sc. Degree Course in the year 1946-47 was reintroduced in the year 1947-48 and was enhanced from Rs. 120 to 200 per year per student from the year 1951-52.

The entrance qualification for the B.V.Sc. Degree Course is a pass in the Intermediate Examination in Arts and Science of the Madras University or an Examination of any other University accepted as equivalent to it. Candidates who have completed

the S.S.L.C. issued under the authority of the Government of Madras are admitted to the Veterinary and Livestock Inspector's Course.

Enrolment of students.—During the period, selection of students for admission to the B.V.Sc Degree Course was restricted to 100 for the year 1947-49, and to 80 from 1949-50 onwards. The admission of the students to the Veterinary and Livestock Inspector's Course was restricted to 75 for the first two years which was reduced to 50 afterwards. For the first time, women students were admitted to the B.V.Sc. Course during the year 1948-49 and this continues from that year onwards.

The strength of the College in the various classes during 1951-52 was as indicated below :—

	B.V.Sc. Course.			Livestock Inspector's Course.		
	Men.	Women.	Total.	Men.	Women.	Total.
I Year	82	1	83	43	..	43
II Year	78	2	80	41	..	41
III Year	75	2	77	..	..	..
IV Year	72	2	74	..	..	..
Total ..	307	7	314	84	..	84

Two foreign students, one from Iraq under the India Government Cultural Scholarship Scheme, and the other from the Philippines under the T.C. Scheme of Scholarships to students of South and South East Asian Countries, were admitted to the B.V.Sc. Degree Course during the year 1952.

Staff.—Four members of the teaching staff deputed abroad for specialised training in one Veterinary subject or other returned to join the College during the period under report. Two of them acquired Doctorate Degrees of Edinburgh and Liverpool Universities, the third D.Sc. of Paris and the fourth M.S. of California (U.S.A.). Another member underwent training in the U.K. and acquired M.R.C.V.S. Diploma, while the sixth is under training in the United States of America. Besides, two other members have acquired M.Sc. Degree of the Madras University.

The staff was strengthened during the quinquennium by the addition of the following posts :—

One Assistant Lecturer to each of the Lecturers in Anatomy, Physiology and Parasitology, one additional demonstrator to each of the Lecturers in Chemistry and Biology and one Assistant Lecturer for Handling and Shoeing. The present staff consists of fourteen Lecturers, eighteen Assistant Lecturers and four Demonstrators.

Buildings—Colleges.—During the period under report the dissection hall of the Anatomy department was extended so as to provide dissection space for 100 students. A student laboratory for Pathology, Bacteriology and Parasitology was completed by

alterations to the existing buildings. The Hygiene and Physiology laboratories were extended and fitted, and so also the library. Improvements to the Pharmacology laboratory were carried out. During the period under report an operation theatre for small animals was built and equipped with modern appliances such as shadowless lamp, anaesthetic apparatus, etc. Delicate operations such as Thoracic Surgery are being done now.

Hostel.—With a view to relieve congestion in the hostel attached to the college, new hostel blocks have been constructed during the quinquennium at an expenditure of Rs. 1,70,000.

Scholarships.—In order to help the poor and deserving students scholarships are awarded to 25 students in each of the four classes of the B.V.Sc. Degree Course. The value of the scholarship is Rs. 30 per mensem and Rs. 40 if held by Harijans and Scheduled Castes and Scheduled Tribes and other Backward Classes. In addition, residential and non-residential scholarships were awarded to about twelve students by the Harijan Welfare Department.

Stipend.—The Veterinary and Livestock Inspector's Course is a Stipendiary one and all the students undergoing the course are given stipends of Rs. 30 per student per month. The value of the stipend is Rs. 35 per mensem if held by the Harijan students.

Examination.—The standard of examination for the B.V.Sc. Degree Course is high in as much as a minimum of 50 per cent marks is required for passing in each subject. During the years under report 249 students took the B.V.Sc. Degree, while 158 took the diploma in Animal Husbandry.

Research.—All available facilities are afforded for research work, and these are being availed of both by staff and students. Two staff members acquired the M.Sc. Degree, probably, for the first time in Veterinary Science in India, and two students also took the M.Sc. degree. Two staff members and one student have registered for research degrees of the Madras University. Two students are working at the laboratories to learn laboratory technique as a preliminary to registration for research degrees.

Refresher courses were conducted in 1950-51 and 1951-52 for the benefit of Veterinary graduates who had passed under the old scheme. The duration of these courses, was 3 months, of which two months were spent at the Madras Veterinary College and one month at the Livestock Research Station, Hosur Cattle Farm.

3. Agriculture.

The two Agricultural Colleges at Coimbatore and Bapatla (Guntur district) functioned during the quinquennium for the scientific and practical training of those who intended to make

agriculture their profession. These Colleges were affiliated to the Universities of Madras and Andhra respectively, and the course of training was up to the degree of Bachelor of Science in Agriculture. The course extended for a period of three years, and provided for a thorough training in practical agriculture on scientific principles together with the teaching of the fundamental aspects allied to agriculture. The minimum qualification required for admission into these colleges was a pass in the Intermediate Examination.

The number of students admitted every year in each of the colleges was fixed at 80. The strength of the colleges in the various courses during 1951-52 was as given below :—

	Men.	Women.	Total.
I Year	147	2	149
II Year	127	..	127
III Year	148	1	149
Research	9	..	9
	431	3	434

Agricultural College, Coimbatore.—The number of students admitted to the First Year B.Sc. (Ag.) class for the past five years is as detailed below :—

1947-48 (Academic year)	..	..	..	94
1948-49 .. .. .	..	..	..	80
1949-50 .. .. .	..	..	..	80
1950-51 .. .. .	..	..	..	80
1951-52 .. .. .	..	..	..	73

In addition to the eighty seats for the students coming from Madras, two seats for the nominees of the Government of Coorg and another two seats for the nominees of the Government of Travancore-Cochin State were reserved.

Scholarship.—Five scholarships for the students belonging to backward, and one for Muslim students, were awarded by the State Government of Madras, every year, tenable for the whole course of study for three years. In addition to the above, two merit scholarships were also awarded to the two students of the Second Year B.Sc. (Ag.) who obtained the highest number of marks in the aggregate total of marks obtained in both the terminal and University Examinations put together.

The Director of Harijan Welfare, Madras, granted residential scholarships and a few non-residential scholarships to the poor and deserving students.

Besides the above, a few students got Government of India scholarships and military concessions.

Education tour.—Besides instruction imparted at the Agricultural College by giving lectures and practical classes on the improved methods of Agriculture, the students were also taken on educational tours to various places of the State and outside to study the agricultural practices. The students of the Second Year B.Sc. (Ag.) class were taken on short tours to the farms in Nanjanad, Coonoor, etc., and on long tours to Aduthurai, Madurai, Koilpatti, Hospet, Maruteru, etc. The students of the Final Year B.Sc. (Ag.) were taken on tour to Hosur, Mysore, Bangalore, Ranipet, etc. Various tours were also undertaken for studying the local practices and gathering information on the rural conditions.

Hostel.—A hostel was attached to the Agricultural College, Coimbatore, to cater to the needs of the students.

College Board.—The College Board consisting of members from the teaching staff met frequently to discuss the matters pertaining to the College and students, such as revision of time-table, discipline, selection, etc.

Short courses.—During the period under report two batches of teachers of Higher Elementary schools were given training in Agriculture for a period of two weeks. Besides this, young farmers were given vocational training in dairying and animal husbandry for one month. Since all of the trainees were practical farmers they evinced keen interest in the training.

Examination and results.—Two terminal examinations, one in September, and another in December, were conducted in addition to the University Examinations. The results of the College for the past five years are furnished below :—

Year.	First.	Second.	Final.
1947-48	80	79	79
1948-49	87	79	104 includes failed students of previous year.
1949-50	72	91	73
1950-51	58	76	80
1951-52	63	55	75 includes students who sat for reference subjects.

Agricultural College, Bapatla.—The College was started in the year 1945 and affiliated to the Andhra University in the same year.

The B.Sc. (Ag.) Degree continued to be a three year course and provided for a thorough training in practical Agriculture on scientific principles, together with the teaching of the fundamental sciences which are allied to Agriculture. The course led up to the Degree of Bachelor of Science in Agriculture, with the University Examination at the end of each year. The course of

study comprised both theoretical and practical instruction in the following subjects :—

- (i) Argiculture.
- (ii) Agricultural Entomology.
- (iii) Agricultural Botany.
- (iv) Agricultural Engineering.
- (v) Agricultural Chemistry.
- (vi) Animal Hygiene.

The College Farm was acquired partly in 1950 and has an area of roughly 493 acres of different soils.

The following were the different teaching sections at the College. The staff of each section is noted against each.

Section.	Gazetted staff.	Non-gazetted staff.
1 Agriculture	2	7
2 Botany	2	3
3 Agricultural Economics	1	2
4 Chemistry	2	3
5 Entomology	2	2
6 Mycology	1	2
7 Civil Engineering	1	3
8 Mechanical Engineering	1	2
9 Animal Hygiene	3	3

The following were the other divisions at the College :—

- 1 College Farm.
- 2 College Dairy.
- 3 College Botanical Garden.
- 4 College Library.
- 5 Plant Physiology—Primarily a research section.

The following were the admissions and results in the First and Final years from 1947—52 :—

Year.	Admission in the first year.	Passes* in the final year.
1947	96	84 (includes one first class).
1948	96	
1949	89	90
1950	80	91
1951	80	84
1952	82	62 (includes three first class).

* This includes the results of the March and October examinations.

The College was a completely residential institution. There were two hostel blocks, each with two floors (ground floor and first floor). The total number of students amounting to about 220 were housed in these hostel rooms at 4 per room.

There was a students' club available, and all the students were required to become members of the club. There was a playground common for foot-ball, hockey and cricket. Government have since sanctioned a Physical Director for this College.

The following buildings have been constructed :—

- (1) A new 'L' block to accommodate the Chemistry Laboratory, Biological Laboratory and three lecture halls.
- (2) Pot culture house.
- (3) Insectory building.
- (4) A building to accommodate the College Dispensary.
- (5) Gas holders.
- (6) A shed for storing chemicals and combustibles.
- (7) A shed for storing petrol.
- (8) A second hostel block and a kitchen and dining hall.

A second hostel block and second combined kitchen and dining hall block were constructed. The kitchen and dining hall block acquired from the district board was improved by adding two rooms and a washing platform in the rear.

The heads of divisions undertook research in subjects allied to Agriculture and in Agriculture proper as time permitted and during the vacations when students were away.

Agricultural schools.—The Servindia Agricultural School, Mayanur, had 62 pupils and 87 pupils respectively during the first two years of the quinquennium. During the third year it lost its recognition.

An Agricultural Training School to train the sons of mirasdars and big cultivating tenants on improved methods of cultivation was opened on 16th June 1948 at Orthanad, Tanjore district. Two farms with a total extent of 300 acres are attached to this school. There is a fairly large dairly under the charge of a Veterinary Assistant Surgeon. The courses in the school were for an year's duration, and provided for a thorough training in practical agriculture on scientific principles according to the special syllabus drawn for the school. Candidates who completed the course and passed the final examinations qualified themselves for the certificate of proficiency in practical agriculture. The candidates for admission to this course were required to pass at least Form III or its equivalent and possess a good physique to stand field work. The instruction in the school was in Tamil. The management of the school was transferred from the Government to the District Board in 1950.

Farm schools.—At the beginning of the quinquennium there were three farm schools, and in 1951–52 there were four. They were—

(1) Central Farm School, Coimbatore, (2) Juvenile Farm Labour School, Anakapalle, (3) Farm School, Palur, and (4) Farm School, Samalkota.

These schools were intended for agricultural labourers and their children. The boys received training in various agricultural operations besides education in the three R's.

4. Forestry.

Madras Forest College, Coimbatore.—The Madras Forest College, Coimbatore, opened in the year 1912 by the Government of Madras to train Forest Rangers of Madras and the adjacent States continued during the quinquennium as the only institution for training in Forestry in South India. The College was temporarily closed in 1939 by the Government for reasons of financial stringency, but revived in 1945 by the Provincial Government under Post-war Development Schemes. It continued to run under the control of the Madras Government till 30th June 1948.

Transfer of the College to the Government of India.—Consequent on their decision to centralize Forestry education in India and also in order to meet the increased demand for seats by various States, the Government of India took over on lease the control of the College with effect from 1st July 1948. The College thus is now a centrally administered institution. Government of India's taking over the control of the College is a landmark in the annals of the College.

Students.—The strength of the College was 126 in 1948–49, 173 in 1949–50, 109 in 1950–51 and 64 in 1951–52.

The number of Rangers trained from 1947 to 1952 at the College was as follows :—

Madras 116, Madya Pradesh 22, Bombay 9, Bihar 2, Assam 1, Orissa 19, Hyderabad 10, Travancore and Cochin 13, Madya Bharat 3, Minor States of Central and North India 8, Andamans 3, Ceylon 9.

Superior to Forest Service Course.—A two-year post-graduate course leading to a Diploma in Forestry, as in Dehra Dun, designed to train selected students for appointment to the Superior Forest Services of the States, was started on 1st October 1948. The training of officers continued till 30th June 1951. The recruitment to the Officer Course at this College was stopped, temporarily, on 30th June 1950 for want of adequate number of deputies from States. The number of Officer students who were trained in the College during the period under report is furnished below Statewar.

Madras 6, Bombay 11, Mysore 4, Madhya Pradesh 15, Andamans 1, Orissa 11, Travancore-Cochin 1, Assam 1, Hyderabad 5.

Scholarships and cost of training.—No scholarships were awarded by the College to any of the students. The Government of India, under their General Cultural Scholarships Scheme, awarded a scholarship to a foreign scholar from British Guiana (South America) for studies in the 1950–52 Rangers' Course at this College. The scholarship included the payment of College tuition fees and also a monthly stipend to the scholar to meet his cost of living and other expenditure.

The amount charged for training a student is detailed below :—

	Rangers' Course.	Officers' Course.
	RS.	RS.
1. Tuition fee (for entire course of two years).	3,000	7,000
2 Amount deposited towards the supply of equipment from the College during the course	900	1,000
3 Amount deposited towards the payment of stipend during the course	1,800 (at Rs. 75 per mensem).	3,600 (at Rs. 150 per mensem).
4 Amount deposited for the actual expenses of educational tours	800	1,400
5 Caution money returnable at the end of the course	100	100
Total ..	6,600	13,100

The candidates were selected by the States concerned and deputed to the College, and no direct recruitment was made.

Accommodation.—The taking over of the College by the Government of India, and the consequential opening of additional classes and also the opening of the Officers' Course led to the urgent need for more accommodation both for students and staff. The semi-permanent and temporary buildings, originally occupied by the British evacuee camp, were remodelled to serve as hostel for students, messes and residential accommodation for the gazetted and non-gazetted staff. The lecture and practical halls in the College were greatly improved and furnished. Each lecture hall was provided with an epidioscope.

Course of studies followed.—The subjects taught for the Ranger and the Officer students were as follows :—

Rangers' Course—

1. Forestry subjects—

Silviculture—General and Specific.

Forest Management including Mensuration.

Forest Protection including Mycology and Entomology.

Forest Utilization including Wood Technology.

2. Other subjects—

- Botany with special reference to Forest Systematic Botany.
- Forest Engineering.
- Survey and Drawing.
- Range administration including Forest Law, and Accounts and Procedure.
- Elementary Physical Science including Geology, Physiography and Soil Science.

Officers' Course—

1. Forestry—

- Silviculture—General, Systems, and Silviculture of Indian trees.
- Forest Protection—General.
- Forest Mensuration.
- Forest Management including Valuation and Working Plans.
- Forest Utilization including Timber Mechanics.
- Forest Law including Forest Policy.

2. Other subjects—

- Botany—Morphology, Histology, Physiology, Ecology, Pathology and Systematic Botany with special reference to Botany of Indian trees.
- Forest Zoology.
- Geology.
- Soil Science.
- Survey and Drawing.
- Forest Engineering including Timber Mechanics.

In addition to the above subjects, special lectures were also arranged, under extra-curricular activities of the College, on subjects like First-aid to the injured, wild life and sikhar, photography, etc. Further, the Ranger students were given training in Field Engineering at Bangalore under the supervision of the Madras Sappers and Miners, including the practice with fire arms.

The syllabus for studies, both, for the Ranger and the Officer courses in this College, was in conformity with Dehra Dun and on lines approved by the President, Forest Research Institute and College.

Tours.—Educational tours constituted an integral part of the courses at this College. They were undertaken, not only in the selected forests of Madras State, as previously done under the control of the Government of Madras, but also in the adjacent States of Mysore, Bombay, Orissa, Madhya Pradesh and Coorg for practical instruction. The Officer class also toured Uttar Pradesh and the Punjab Forests, and had special lectures at Dehra Dun. Annual tours extended from 15 to 16 weeks.

Suitable hostel accommodation was provided in the College. College athletics and physical training were given great attention. The health of the students, on the whole, continued to be good.

The College had its own medical arrangements at headquarters with a Government dispensary in charge of a Civil Assistant Surgeon. The expenditure of running it was shared by the Forest and the Agricultural colleges.

Extra-curricular activities.—Amongst the various extra-curricular activities of the College, the students had a library of their own, to which a large number of books, on various topics of scientific as well as current affairs, were added during the period under report. An athletic club with a pavilion and fine playground, a literary club and a students' club, where periodical meeting and variety entertainments were organized were among the other facilities for the students.

The College owned a cine sound projector of the B.T.H. make. Educational films on a variety of topics, obtained from various Information Services in India, the F.A.O. and the Burmah Shell, were shown to the students and staff as part of Visual Education. Efforts were taken to film the tours and other activities of the College and display these documentaries to the future students and to make the public forest conscious.

College Magazine.—The Madras Forest College Magazine, a quarterly publication, published articles from students, staff and other Officers on forestry, travel, shikar and other allied subjects.

Gass Forest Museum.—The Gass Forest Museum attached to the College was the best equipped forest museum in the Madras Presidency, and it contained exhibits of rarity contributed mostly by Forest officers. A Curator to look after the museum and to reorganize it was appointed in March 1948. During the period under report, a large number of timber panels of various species, and other specimens of great utility and interest, were added in the museum. The addition of the undermentioned exhibits, which were freely presented by the Government of Madras, needs special mention :—

One pair of elephant tusks (estimated value Rs. 1,722-8-0).

One sandalwood tree (estimated value Rs. 1,083-9-2).

College estate.—The College estate had a good vegetation to train students in nursery, planting sowing work and afforest the bare area. Demonstration plots were raised, during the period under review, with different species under different methods of forestry practices. The College had a large nursery with planting material even to spare for public use, free of cost.

Research.—While taking over the College from the State Government, it was agreed by the Government of India to set up a research section in the College, to deal with the spike diseases of sandal and teak defoliation and at the same time to deliver specialist lectures to the students and also to establish a utilization search section at Coimbatore. As a first step in this

direction, the Government appointed a soil scientist about the end of 1949, and sanctioned for the purchase of the requisite laboratory equipment.

General.—The College was unique in the practical method of instruction imparted and in its strict discipline amongst students and staff. The Principal writes—“The higher authorities are fully convinced that with the facilities available, the Madras Forest College can as well be continued as a counterpart of the Dehra Dun organization to cater to the needs of the Central and Peninsular India”.

5. Law.

Law Colleges.—No new college for Law was opened during this period. The two colleges in the State providing instruction in Law were the Madras Law College affiliated to the University of Madras and the University College of Law (Andhra University), Masulipatnam. The minimum qualification for admission was a University Degree. There was considerable increase in the number of students taking the law course.

The following are the details :—

	1947.	1952.
University College of Law, Masulipatnam.	169	231
Madras Law College	588	1,074

Total number of students taking Law in the State was—

1946-47	488
1948-49	942 men and 12 women
1949-50	837 men and 13 women
1950-51	950 men and 21 women
1951-52	1,280 men and 32 women

The strength of the two colleges in the last year of the quinquennium was as detailed below :—

1. Madras Law Colleges—

	Men.	Women.
F.L.	671	12
B.L.	372	7
M.L.	9	3
	<hr/>	<hr/>
	1,052	22
	<hr/>	<hr/>

2. University College of Law, Masulipatnam—

Law preliminary	36	2
F.L.	108	4
B.L.	84	4
	<hr/>	<hr/>
	228	10
	<hr/>	<hr/>

Consequent on the increased strength, the F.L. Class in the Madras Law College, was divided into four sections. The Diamond Jubilee of the College was celebrated on 13th March 1952.

The number of students who passed the B.L. examination during the year 1951-52 was 434 men and 14 women.

6. *Engineering Education.*

Engineering and Technology Colleges.—The number of colleges for Engineering and Technology including the Departments directly under the Universities were seven during 1946-47 and eight in 1951-52.

The eight colleges were—

- 1 Engineering College, Guindy.
- 2 Engineering College, Anantapur.
- 3 Engineering College, Kakinada.
- 4 Government College of Technology, Coimbatore.
- 5 P.S.G. College of Technology, Coimbatore.
- 6 A.C. College of Technology, Guindy.
- 7 University College of Technology, Andhra University.
- 8 Faculty of Engineering and Technology, Annamalai University.

The number of students under instruction in these colleges was 1,290 in 1946-47 and 1,992 in 1951-52. The strength of the various colleges in the B.E. classes during 1951-52 was as follows:—

1 Engineering College, Guindy	.. ..	551
2 Engineering College, Anantapur	.. ..	328
3 Engineering College, Kakinada	.. ..	426
4 College of Technology, Coimbatore	.. ..	267
5 P.S.G. of Technology, Coimbatore	.. ..	80
6 Faculty of Engineering, Annamalai University.		335

The total number of students who passed the B.E. Degree examination during 1951-52 was 458.

At the Engineering College, Guindy, during 1950-51, the A.M.T. hostel block was remodelled, dining room extended and a new laboratory for the Highways Engineering Department constructed.

A site of about 45 acres belonging to the Agricultural College was allotted to the Government College of Technology, Coimbatore and the necessary buildings were put up on that site.

The names of the courses of studies run by the different institutions during the last year are given below :—

- 1 Engineering College, B.E. in Civil, Mechanical, Electrical, Tele-communications and Highways. Licentiate in Civil Engineering.
Guindy.
- 2 Government Engineering Colleges at B.E. in Civil Mechanical and Electrical Engineering.
Anantapur and Kakinada.
- 3 Government College of Technology, B.E. in Civil and Electrical Engineering.
Coimbatore.
- 4 P.S.G. College of Technology, Peela-medu, Coimbatore. B.E. in Mechanical and Electrical Engineering.
- 5 Faculty of Engineering, Annamalai University. Engineering and Chemical Engineering.

The institute of Engineering (India) granted permanent recognition to the B.E. Degree of the Annamalai University in all its branches, Civil, Mechanical, Electrical and Chemical, from the first graduation examination in April 1949.

The P.S.G. College of Technology, Coimbatore, was newly opened during the year 1951-52. The Colleges at Anantapur and Kakinada were affiliated to the Andhra University and those at Guindy and Coimbatore to the Madras University.

The course of Instruction for the B.E. Degree extended over a period of four years. The instruction for the first two years was common for all branches of Engineering. The minimum qualification prescribed for admission to the B.E. Degree class was a pass in the Intermediate examination.

Technology.—The number of Colleges providing instruction in Technology was four in 1951-52. Three of them were University departments. The strength of the University colleges was as follows :—

	Number of pupils.
1 Annamalai University—	
Chemical Engineering	102
2 Madras University—	
A.C. College of Technology B.Sc. (Tech.) ..	77
3 Andhra University—	
J.V.D. College of Science and Technology—	
B Sc. Hons. Techn.	59
M.Sc.	21
Research	8

	Number of pupils.
4 Madras Institute of Technology—	
Chrompet	198

Dr. A. C. College of Technology, Guindy, run by the Madras University conducted a two-year course in B.Sc. Technology. The J.V.D. College of Science and Technology run by the Andhra University had a B. Pharm. Course in Technology. The Madras Institute of Technology, Chromepet, trained graduates in Science to become professional Engineers in Aeronautical Engineering, Automobile Engineering, Electrical Engineering and Instrument Technology.

The Institute of Engineers (India) has recognized the Diploma of the Madras Institute of Technology as exempting qualification for Section 'A' and 'B' of their associate membership examinations. The Institute opened in 1949-50 is not recognized by the University.

Engineering schools.—The subordinate Engineering class attached to the Engineering College, Guindy, which was the only recognized school was closed during the first year of the quinquennium.

Technical and Industrial schools.—The Department of Industries was responsible for the organization and control of Technical education of the Diploma and Certificate standards and for the administration of the Government Polytechnics and Industrial schools which provided facilities for such education. There were also a large number of institutions under private managements, a few of which provided Diploma courses and the rest artisan certificate courses under the control of the Industries Department and they were given grant-in-aid.

The Government Polytechnics were inaugurated during this period. There were eight Government Polytechnics and three aided Polytechnics. The P.S.G. Institute, Coimbatore, C.N.T. Institute, Madras, and the R. K. Mission Technical Institute, Madras, were the Polytechnics under aided managements.

The Licentiate in Civil Engineering Diploma Course of three years duration was abolished with effect from 1948-49, and a Lower Subordinate Course designated as Overseers Course of two years duration was introduced, instead. Diploma Courses for L.M.E., L.E.E., L.P.T., F.T. and N., and Overseers Courses were provided in these institutions. They provided courses also for the certificate standard.

By the end of the Quinquennium there were eight Polytechnics in the State conducting diploma and certificate courses. Minimum qualification for admission into the Diploma Course was S.S.L.C. pass and the minimum for the certificate course was III Form. A

list of the full-time and part-time diploma and certificate courses in the various Polytechnics is given below :—

1. Central Polytechnic, Madras—

(a) Diploma courses (full-time)—

(1) Cinematography and Sound Engineering, (2) Civil Engineering, (3) Electrical Engineering, (4) Fisheries Technology and Navigation, (5) Mechanical Engineering, (6) Printing Technology, (7) Sanitary Engineering and (8) Technical Teacher's Training.

Diploma courses (part-time)—

(1) Electrical Engineering, (2) Mechanical Engineering, (3) Printing Technology.

(b) Certificate courses (full-time)—

(1) Blacksmithy, (2) Building and Structural Draftsmanship, (3) Cinema Operator's Course, (4) Electrical Gas Welding, (5) Fitting and Erecting, (6) Light Metal Casting and (7) Mechanical Draftsmanship.

Certificate courses (part-time)—

(1) Composing and Proof-reading, (2) Electric Wiring, (3) Machine Winding and Binding, (4) Metal Worker's Drawing, (5) Plumbing and Building Drawing and (6) Wood-worker's Drawing.

Admission to the various part-time courses (Diploma and Certificate) in the Central Polytechnic was open to *bona fide* apprentices in recognized workshops.

Almost all the passed out students are absorbed in Government departments, private firms, etc. Almost all the Diploma holders in Civil Engineering, Sanitary Engineering and Fisheries Technology and Navigation are appointed in the Public Works Department and Fisheries Department, respectively.

The new admissions from 1947-48 session to 1951-52 session were as furnished below :—

1947-48	..	..	..	..	..	517
1948-49	..	..	..	..	..	602
1949-50	..	..	..	..	..	702
1950-51	..	..	..	..	..	646
1951-52	..	..	..	..	..	580

The cost of working the Central Polytechnic during 1951-52 was Rs. 4,22,957. Plants and machines worth about Rs. 4 lakhs were purchased to equip the different sections of the Polytechnic.

2. Tamilnad Polytechnic, Madurai.—

(a) Diploma courses—

(1) Automobile Engineering, (2) Civil Engineering, (3) Electrical Engineering and (4) Mechanical Engineering.

(b) Certificate courses—

(1) General mechanics, (2) Blacksmithy, (3) Cabinet-making, (4) Electric Wiring, (5) Fitting and Erecting, (6) Toy-making, (7) Moulding, (8) Machinists and Turners, (9) Composing and Proof-reading and (10) Machine Winding and Binding.

3. Arthur Hope Polytechnic, Coimbatore—

(a) Diploma course—

Automobile Engineering.

(b) Certificate courses—

(1) Auto Servicing and Maintenance and (2) Radio Servicing and Maintenance.

4. Kerala Polytechnic, Kozhikode—

(a) Diploma courses—

(1) Chemical Engineering, (2) Civil Engineering, (3) Electrical Engineering, (4) Food Technology and (5) Mechanical Engineering.

(b) Certificate courses—

(1) Cabinet Making, (2) Electrical Gas Welding, (3) Electric Wiring, (4) General Mechanics and (5) Light Metal Casting.

5. Karnataka Polytechnic, Mangalore—

(a) Diploma courses—

(1) Automobile Engineering, (2) Civil Engineering and (3) Mechanical Engineering.

(b) Certificate courses—

(1) Auto Servicing, (2) Cabinet-making, (3) Electrical Gas Welding, (4) General Mechanics and (5) Rattan Work.

6. Polytechnic, Vuyyuru—

Diploma courses—

(1) Civil Engineering and (2) Mechanical Engineering.

7. Andhra Polytechnic, Kakinada—

(a) Diploma courses—

(1) Automobile Engineering, (2) Civil Engineering, (3) Electrical Engineering, (4) Fisheries Technology and Navigation and (5) Mechanical Engineering.

(b) Certificate courses—

(1) Electric Wiring, (2) General Mechanics and (3) Handloom Weaving.

8. Rayalaseema Polytechnic, Bellary—

(a) Diploma courses—

(1) Civil Engineering, and (2) Textile Technology.

(b) Certificate courses—

(1) Auto Servicing, (2) Blacksmithy, (3) Cabinet-making, (4) Cumbly Weaving, (5) Electric Wiring, and (6) General Mechanics.

Industrial schools.—The Institute of Leather Technology, Madras, the Government Textile Institute, Madras, the Ceramic Section of the Government Ceramic Factory, Gudur, and the District Board Industrial School, Tanjore, were the Industrial schools under public management.

During 1947-48 there were 78 recognized Industrial schools under private agencies and 3,559 pupils on rolls. During that year the schools were given Rs. 92,248 as management grant, Rs. 59,619 as equipment grant, Rs. 6,000 as building grants and Rs. 2,610 as capitation grant (Rs. 20 per pupil).

During 1951-52 there were 41 Industrial schools, one under Central Government, 3 under the State Government and 2 under district board and 35 under private management. The total number of scholars in these was 2,227.

1. *Oil Technological Institute, Anantapur.*—Conducts a Diploma course of three years in Oil Technology for those who have passed the Intermediate.

2. *Institute of Leather Technology, Washermanpet, Madras.*—Conducts a Diploma course of three years in Leather Technology for S.S.L.C. eligibles.

A three-year Certificate course of leather goods manufacture is open to those who have passed Form III.

An Artisan course of two years is open to Harijans and professional cobblers.

3. *Government Textile Institute, Washermanpet.*—The following courses are run :—

- (i) Special course for weavers (5 months).
- (ii) Artisan course in knitting (hand process) (10 months).
- (iii) Instructor's course in handloom weaving (10 months).
- (iv) Instructor's course in hand process of bleaching, dyeing and cloth printing (10 months).
- (v) Special course in powerloom weaving (3 months).

4. *Government Coir School, Beypore, Kozhikode.*—Conducts a Certificate course of two years in coir manufacture for persons who have passed III Form.

5. *Government Coir Industrial School, Baruva, Srikakulam.*—A Certificate course of two years is conducted.

A palm-gur training school was conducted by the Ministry of Food and Agriculture, Government of India, at Cuddalore. Batches of students were trained. Each course was for four months. Candidates who underwent the training were deputed by the Madras, Rajasthan, Hyderabad, Travancore-Cochin, West Bengal, Coorg, Sowrashtra and Ajmere State Governments.

Technical examinations—

	1947-48.	1951-52.
Total number of candidates examined	14,677	27,350
Number successful	7,412	11,584

In their G.O. No. 755, Education, dated 16th April 1947, Government exempted the ex-service personnel from payment of examination fees for the examination held in April 1947.

The Technological Diploma Examination Board conducted examinations under its auspices and published the results. During 1948-49 a special Board of studies came to be constituted with members drawn from various industries and teaching institutions to advise the Board on matters relating to the syllabus, conduct of examination, etc.

Arts and crafts.—During the first year of the quinquennium the Manual Training class attached to the Teachers' College, Saidapet, was revived. The other institutions that functioned were the Government School of Arts and Crafts, Madras, the Municipal Arts School, Kumbakonam and the Art Masters' class attached to the Teachers' College, Saidapet. During 1949-50 the Art School at Madurai started functioning. The Art Masters' class at Saidapet was discontinued from 1950-51. During 1951-52 there were four schools for Arts and Crafts for men, and the strength in them was as follows :—

	Men.	Women.
Government School of Arts and Crafts, Madras.	272	7
Municipal School of Arts and Crafts, Kumbakonam.	105	4
The School of Arts, Madurai	22	2
The School of Arts, Vizianagaram	33	3

The strength of the Arts and Crafts institutions was as follows :—

1947-48	279
1948-49	382
1949-50	456

For women there were 23 schools in 1951-52 approved by the Industries Department and the L.P.N. Institute, Ratchanyapuram, approved by the Education Department. All those institutions were under private management and had a total strength of 1,104 during the last year of the quinquennium. The schools under the Industries Department made provision for instruction in Needlework and Dress-making, Embroidery and Lace-making.

Government School of Arts and Crafts, Egmore, provided the following courses :—

I. Diploma Courses—

Advance Course in Painting (1 year).

Modelling (2 years).

Wood-work (2 years).

Sheet Metal Work (3 years).

Engraving (3 years).

Goldsmithy (3 years).

Enamelling (2 years).

Design (3 years).

II. Certificate Courses—

General Drawing (2 years).

Painting (3 years).

Commercial Art (3 years).

Advanced Course in Commercial Art (1 year).

Wood-work (3 years).

Training of Instructors.—The Manual Training Course in the Teachers' College, Saidapet, was suspended during 1950–51. Government sanctioned the revival of the course under the new name of Craft Instructor's Course in 1951–52. The course consisted of (1) Wood-work and (2) Weaving. The minimum general educational qualification for admission into these courses was S.S.L.C. (completed). The duration of these courses was for two years and one year respectively. Secondary grade trained teachers were allowed to do the Wood-work Course in one year.

The Government also sanctioned in 1951–52 the conduct of a shortened course of three months' duration in the college for the benefit of those (1) who were holding Industrial School Certificates, (2) who had undergone the Supervisor's Course of the Government Textile Institute and (3) who were trained in the training schools run by the Resettlement Directorate, to enable them to be treated as fully qualified Instructors. The minimum general educational qualification for admission into the shortened course was III Form or VIII Standard pass. The trainees were eligible for stipends at Rs. 18 per mensem. Managements of aided institutions were permitted to depute candidates for these courses and the expenditure incurred thereof taken into account for purposes of teaching grant.

Commercial schools and colleges.—There were no institutions of the college standard for Commerce separately, but colleges for Arts and Science were affiliated in Commerce group during

the year 1951-52. The number of students who took Commerce in the various classes during 1951-52 was 7,225 boys and 7 girls.

Commercial schools.

Year.	Number of aided commercial schools.	Enrolment.	Number of unaided commercial schools.	Enrolment.
1947-48	3	374	230	9,352
1951-52	2	316	323	18,216

Though the unaided commercial schools did not receive any grant nor were they recognized by the department, they were in the "approved list of the department". The subjects for which the schools were approved were: Typewriting, Shorthand, Book-keeping, Theory and Practice of Commerce, Banking and Commercial Geography.

Candidates could take the higher or lower grade technical examinations in the particular subjects they studied.

CHAPTER IX.

SOCIAL EDUCATION.

1. Trends and developments.

(a) Scope of the problem.

With the attainment of independence and the inauguration of a democratic constitution in this country during the quinquennium, Adult (Social) Education work has a new significance. Since peasants and workers have become conscious of their new role in society and have the right to choose the kind of Government they want, through adult franchise, in the Republican Constitution of India, it has become a supreme necessity to give them a mental equipment that can properly evaluate concepts like civic rights, duties and responsibilities. Education of all has to be accepted as the first step towards the creation of this condition in society and to ensure the survival of our infant democracy. The appalling mass illiteracy prevailing over 80 per cent of the total population is absolutely incongruous with the idea of democracy, which is the avowed objective of the Indian Constitution. The objective of social education is twofold. First to make the masses entirely literate. Second to give them the knowledge they need for efficient citizenship.

(b) Reorientation of Adult Education.

The programme of Adult (Social) Education adopted and worked in the State during the quinquennium aimed not only at providing literacy but training for a fuller and a more abundant life for the masses. To eradicate illiteracy amongst the masses, fresh adult schools were started and new lead given to the "each one teach one" method. The aim was not only to impart literacy but also to endeavour to raise their material and cultural standards and widen their interests and outlook. Adult Education is the education of the adult for life. As life expands the education of the adult must also expand. The plan has been to commence from the beginning and carry the adult through successive stages of purposeful literacy, social education, development of craft and professional equipment, the profitable use of the written and printed matter, and exercise of the higher nature in the development of the community life.

Towards the end of the period under report, the scheme of social education developed further, from a hesitant movement for literacy, which had no meaning for the many and little interest for the few, into a purposeful and dynamic drive towards a real social education.

The programme of the State succeeded to a fair measure in making the enlightened few conscious of their duties to the unenlightened many. The opening of more and more adult literacy schools for the benefit of the adults received the special attention of the Inspecting Officers during the period. The *Adult Education Scheme* in the State attempted to make as many adults as possible literate in as short a time as possible, and, at the same time, widen their knowledge and interests so as to make them a permanent acquisition, and give a further education to those who were literate but whose early education was very elementary and therefore incomplete.

(c) *Social Education Scheme of the State and its progress.*

In spite of the appalling illiteracy of the masses, during the first few years of the quinquennium, as in the previous periods, there was no scheme of adult education in the State, and very few institutions attempted to tackle this national problem.

Even in 1947, only a few colleges were running adult education classes, under the auspices of their social service leagues, as an extra curricular activity for their pupils. In this connexion mention has to be made about the useful work done by the Adult Education class attached to the Teachers' College, Saidapet. There 30 to 40 adults were trained in each batch. The adult education class attached to the Lady Willingdon College was run by the Social Service League. Besides, Night schools were conducted in certain villages in Madurai and East Godavari. But the number of adults who attended all these centres together were not more than a few hundreds.

1948 *Scheme of Adult Education.*—During 1948–49 for the first time in the history of the department a comprehensive scheme of adult education with the object of liquidating the illiteracy of the adults and improving their knowledge and the education already possessed by them, was sanctioned by the Government in their Order No. 846, Education, dated 9th April 1946. The lines on which the scheme was put into effect are indicated below :—

(a) Opening of adult literacy schools for spreading literacy among adults.

(b) Opening of rural colleges for giving higher educational training to persons who had already some school education.

(c) Organization of training courses for the training of the staff required for adult literacy centres.

(d) Organizing training camps for social service workers.

(e) Organizing training camps for citizenship and youth workers.

(f) Visual education.

Two types of courses were offered in the adult literacy schools :
(1) Courses run for four months to cover the literacy portion and also as much as possible of the rest of the syllabus for the first

year. At the end of the course arrangements were made for conducting the literacy tests and granting literacy certificates to deserving adults. (2) Intensive courses during the next two years. The full course was one of three years' duration. The aim was to develop in the adult, the ability to read and understand the contents of a daily newspaper. The attempt was also to improve the knowledge and education already possessed by the adults through the education centres, libraries and audio-visual aids. Persons between the ages 13 and 40 were admitted into these schools.

Social Education through University students.—Keeping in view the effective role of schools and colleges in shaping the life of the community or the nation, the new scheme of social education made an institutional approach to the task of educating the masses and offered a chance to the young students and their teachers to participate in building up the adult life of the State. It attempted to give a purpose and an ambition to the youth and offered a solution to the problem created by the wide and yawning gulf between the classes and the masses.

A scheme of Social (Adult) Education through the agency of University students was also introduced in the State during this period. Students in Arts and Professional Colleges were asked to form themselves into Social Service Leagues for this purpose. Intensive training courses in adult literacy methods were given to batches of student volunteers and college lecturers. An intensive course was given to a batch of 35 college lecturers at Adyar during February 1951, who in turn were expected to organize students' social service leagues in their colleges. A short training course was given to student volunteers at Waltair for the Andhra University students in March 1951. Three short training courses of five days duration were conducted in Adult Education methods for college students at Madras, Guntur, and Annamalainagar during 1951-52. An intensive training course for college lecturers was conducted in March 1952, at two centres, one at Guntur and the other at Madras, and 56 lecturers were trained at these centres.

The Adult Education classes run at the Teachers' College, Saidapet were recognized under the new scheme.

University Student Settlements.—Another aspect of the scheme of Social Education through University students was the organization of college students' settlements. According to the scheme, Arts and Professional Colleges deputed their student volunteers to work in a village for a period of forty days in order to improve the general sanitation and to spread literacy among adults. They organized physical demonstrations or recreational activities and informational exhibitions on every day science or other subjects in which the local adults were interested. They tried to enliven the local community life through educational dramatisation at nights, besides doing all they could to make adults literacy-minded, and to popularize and strengthen the local social

education centres. These camps were subsidized by the Government.

Eight such camps were organized by eight different colleges in the State during 1950-51. During the last year, fourteen colleges conducted students' settlements of forty days' duration during the summer vacation.

Rural Colleges.—Were designed to improve the general and technical knowledge of adults who had a limited early education and desired to pursue further studies under conditions suited to their daily occupations in life. The course was for a continuous period of two years divided into six terms, and each term consisted of sixty working days or sessions. Choice was given to students to enable them to take all the subjects or only particular subjects in which they were interested. Instruction through the regional languages was given in History, Geography, Economics, Co-operation, Political Science, Sanitation and Everyday science. Women were given instruction in additional subjects like food, nutrition, clothing, home craft, mother craft and care of the pre-school child. Lecturers from colleges and graduate teachers from High schools and Training schools, Lawyers, Doctors and Agricultural demonstrators were selected to give lectures on the various subjects referred to above.

Six Government Rural Colleges, three for women and three for men, and one aided college for men, were opened during 1949-50. In the succeeding year the rural colleges increased to ten and there was an enrolment of 225 men and 64 women.

For Men.

- 1 Government Rural College, Pentapadu.
- 2 Do. Arcot.
- 3 Do. Badagara.
- 4 Aided Rural College, Udayagiri.
- 5 Do. Aruppukottai.
- 6 Do. Masulipatnam.
- 7 Do. Perianayakanpalayam.

For Women.

- 8 Government Rural College, Waltair.
- 9 Do. Tanjore.
- 10 Do. Kozhikode.

Of the ten Rural Colleges that functioned in 1950-51 six were closed down in 1951-52 and only four (all aided) were functioning during 1951-52. They were at Masulipatnam, Udayagiri, Aruppukottai and Perianaickenpalayam with an enrolment of 120 men and 52 women.

As many as one hundred candidates appeared for the Government Examinations and fifty-three were declared eligible. The closure of the majority of the colleges in 1951-52 was mainly due to the discouraging fall in attendance at these institutions. Consequently a revision of the syllabus was taken up with a view to attract more students to the Rural College. According to the draft of the revised syllabus, the course is to be extended from 2 to 3 years and subjects like Mathematics, English, Hindi and Music are to be included in the syllabus. Students will be allowed to appear as private candidates for the S.S.L.C. Public Examination in English and Arithmetic after they pass the Rural College Examination in the other subjects. A pass in both the examinations will be considered equivalent to the S.S.L.C.

Officers.—The Special Officer for Libraries in the Office of the Director of Public Instruction was in charge of adult education also. He was assisted by two Adult Education Officers whose posts in the Madras Educational Service were sanctioned in G.O. No. 2521, Education, dated 8th September 1950. They were designed as Adult Education Officer, Tamilnad and West Coast and as Adult Education Officer, Andhra. The former was attached to the Directors's Office, Madras, with jurisdiction over Tamilnad and the West Coast, and the latter was attached to the Office of the Divisional Inspector of Schools, Godavari Division at Kakinada, with jurisdiction over the Andhra area. Besides these officers at the centre, no additional officers at the District or Range level were appointed to start, supervise and administer adult literacy schools. The existing District Educational Officers and Deputy Inspectors attended to adult education work as an additional work. All Adult Education work, including those for women was transferred to the District Educational Officers from the Inspectresses as per the Director's Proceedings No. 635 SE/51, dated 28th September 1951.

Honorary organizers.—However two Honorary organizers for adult education, one for Tamilnad (Sri K. S. Ramaswami Sastri), and the other for Andhra (Sri G. Harisarvothama Rao), were appointed by the Government. They were paid Rs. 100 a month as honorarium and allowed first class railway fare for journeys undertaken by them in connexion with the expansion of adult education,

Duties of honorary organizers.—G.O. No. 1801, Education, dated 15th January 1950, assigned the following duties:—

- (1) Delivering popular public lectures and addressing mass meetings on the Adult Education Scheme.
- (2) Helping Social (Adult) Education committees to be formed and assisting them to function effectively.
- (3) Visiting Social Education centres and speaking to adults under instruction.

(4) Finding suitable centres for Government Training School's for adult school teachers.

(5) Helping the organization and conduct of exhibitions.

Adult Education Committees.—The South Indian Adult Education association continued to collect money and do propaganda for adult education in the State. On their initiative State wide adult education weeks were celebrated. Under instructions from the Government the Collectors of districts and the officers of the Education Department co-operated with the non-officials to celebrate the adult education weeks usefully.

The Adult Education Scheme of the State envisaged the formation of District Committees. Local Social Education Committees with the Collectors as Presidents and the District Educational Officers as ex-officio Secretaries, functioned in many districts in an informal manner with a view to give a fillip to the movement and to co-ordinate the work in their areas. Periodical conferences and public meetings were held in the districts under the auspices of these committees to give publicity to the Government's Adult Education Scheme.

(d) *Social education centres including post literacy classes and enrolment.*

According to the scheme given in section (e), 1,000 aided adult literacy schools were sanctioned for 1948-49 and the District Educational Officers were authorized to permit their opening. Draft rules for recognition and aid to adult literacy schools were approved and notified by Government in G.O. Ms, No. 2204, Education, dated 4th September 1948.

The progress during the last few years can be seen from the following table :—

	1948-49.	1949-50.	1950-51.	1951-52.
1 Number of adult education centres.	9	846	1,157	1,980
2 Number of adults under instruction, Men.	308	22,256	29,924	50,436
3 Number of adults under instruction, Women.	92	548	1,202	2,380
4 Number of adults made literate.	..	8,551	18,749	29,061

Thus thousands were privileged to pass through these centres in the course of the last few years of the working of the scheme.

Government instructed the District boards, Municipalities and first-class Panchayat boards having Executive Officers, to open adult education centres under their management.

Teachers in the adult literacy centres.—From the beginning care was taken to see that properly trained adult school teachers were made available to these centres. Teachers employed in the adult literacy schools were either part-time teachers working in day schools or those employed in other professions, who had passed at

least the VIII Standard or III Form and possessed the adult education teacher's certificate. Those who did not possess the Adult Education teacher's certificate were treated as untrained teachers. The number of teachers employed was

937, including 19 women, in 1949-50.

1,200, including 33 women, in 1950-51.

1,519, including 133 women, in 1951-52.

It was not forgotten that the success of any form of education and more particularly adult education, depends on the average, hard working and conscientious teacher and efforts were taken to sustain him and equip him.

Details regarding the adult teacher training centres and the number of teachers trained are given below :—

	1949-50.	1950-51.	1951-52.
Number of training courses—			
(a) Andhra Desa	8	2	12
(b) Tamilnad	6	3	8
(c) Malayalam and Kannada area ..	2	..	10
(d) Women's centres	7	5	18
Total ..	23	10	48
Number of candidates trained—			
Men	651	161	1 311
Women	110	130	548

The candidates selected for adult education teacher training were given six weeks training in the adult literacy training centres. While under training they were given instruction in adult psychology, methods of training adults, the Laubach literacy plan in the regional languages, subjects of general knowledge such as agriculture, health, co-operation, animal husbandry as well as practical training in the preparation of teaching aids like slides for demonstration through magic lanterns, in singing and in the principles of organizing village libraries and clubs.

During the training, the trainees were paid a stipend of Rs. 15 a month or Rs. 22-0-0 for the entire course if they were deputed by local bodies or aided institutions or Rs. 22-8-0 a month or Rs. 33-12-0 if they were not deputed candidates.

In order that the Inspecting Officers may get acquainted with the methods of adult education some Deputy Inspectors and Personal Assistants to District Educational Officers took the training for ten days. The staff of the training schools consisted of a full-time Headmaster, an assistant, a drawing master (to help the trainees in preparing reading charts, propaganda charts, play-cards, etc., in an attractive manner), a part-time music teacher to teach the trainees to conduct Bhajans and the singing of propaganda and national songs and a part-time mechanic to teach the

parts and repairs of petromax lights, magic lanterns and slide making.

Remuneration to teachers.—When the scheme was originally sanctioned in G.O. No. 846, Education, dated 9th April 1948, it was laid down that a teaching grant at the rate of Rs. 8 a month per teacher and an additional flat rate of Rs. 4 per month for lighting and other incidental charges will be paid for each school. In the case of undertrained teachers the grant was Rs. 5 plus Rs. 3. Towards the end of the quinquennium (G.O. No. 448, Education, dated 5th March 1952) the remuneration payable to the trained teachers was enhanced from Rs. 8 plus Rs. 4 to Rs. 12 plus Rs. 4 and from Rs. 5 plus Rs. 3 to Rs. 8 plus Rs. 4 in the case of untrained teachers. A bonus was also sanctioned to the teachers, who turned out illiterate adults into literates within a period of four months from the date of admission to an adult literacy school, at the rate of Re. 1 per adult. The amount of expenditure for adult education from the State fund during the quinquennium was—

					RS.
1948-49	..	..	..	..	63,123
1949-50	..	..	..	..	1,83,120
1950-51	..	..	..	..	1,94,230
1951-52	..	..	..	..	4,30,258

The total amount sanctioned for payment as bonus was Rs. 2,168 upto 31st March 1952.

(e) Production of Literature and Audio-visual aids for adults.

Laubach charts for adult literacy in the various regional languages were procured and supplied to all institutions. Every adult education worker during his training was given a thorough grasp of the art of producing slides and charts and reading material useful for illiterate or semi-literate adults.

A bulletin on adult education was published by the Department in 1948-49. Propaganda songs on adult education were printed and made available for sale. Continuation reading books in Tamil and Telugu, published by the South India Co-operative Publishing House, were supplied free of cost to adult schools for the use of newly made literates. All the adult schools recognized and aided by the Department were supplied with one set of books and charts, newspapers and periodicals as well as journals such as "Madras Information" and "Grow More Food" and also pamphlets on health issued by the Director of Public Health, free of cost.

The opening of a large number of reading rooms and libraries by such new agencies as Gramasangams facilitated reading matter being made available for social education centres.

Mobile units.—The Government of India sanctioned a sum of Rs. 1.57 lakhs, and this was utilized in accordance with a scheme

which was specially drawn up. During 1950, five mobile units of Austin W.B. Two-ton chassis were purchased, under the Adult Education Scheme along with the necessary equipment, such as 16 m.m. projectors, amplifiers, gramophones, etc. These mobile vans with propaganda Deputy Inspectors in charge, with an operator, a driver and a cleaner were put into use from 1950-51. Propaganda lectures and educational films were given for the benefit of illiterate audiences. This useful work continued in 1951-52. An abstract showing the number of lectures delivered, films shown etc., is given below :—

	1950-51.	1951-52.
1 Total number of propaganda lectures delivered by the propaganda Deputy Inspectors	333	1,134
2 Number of trips made by the mobile units	198	539
3 Total number of times film shows were given	1,069	703
4 Total number of people who attended the film shows ..	537,048	1,530,495

However, the Director felt that the work of one of the mobile units should be watched more closely by him so that further instructions based on practical experience might be issued, if necessary, to the Inspecting Officers from time to time. It was therefore ordered (Director's Proceedings R.C. No. 387 S.E. I/51, dated 23rd July 1951) that the Social Education mobile unit hitherto attached to the office of the District Educational Officer, Madras, should be attached to the Office of the Director of Public Instruction as an experimental measure and work under the control of the Director with effect from 1st August 1951. The other four units continued to work under the control of the respective Divisional Inspectors.

Adult Education through exhibitions.—In connexion with the All-India Khadi and Swadeshi Exhibitions and the State Educational Exhibitions care was taken to organize adult education sections properly.

The Department also participated in the adult education exhibition organized at the Memorial Hall, Park Town, Madras, at the time of the visit of Dr. F. Laubach.

The South Indian Adult Education Association conducted a seminar in April 1951 at Adayar. The Government of India sanctioned a grant of Rs. 5,000 and the State Government Rs. 1,000 towards the conduct of the seminar.

II. New experiments and outstanding problems.

The whole scheme, having been started during the Quinquennium can be considered in a way, to be still in the experimental

stage. The vastness of the problem can be considered deterring. Efforts so far made have not been adequate to meet the vast problem. However, it must be said that the results achieved so far in this field have not been discouraging. More propaganda from one side and more sympathetic understanding from the other are essential. Unfortunately reference must be made to the largely critical and at times hostile interest in adult education as reflected by articles in the Press.

Adult education centres were found to start, generally, with all enthusiasm and turn out very satisfactory work during the first three or four months of its existence. Later the question of securing a minimum attendance became difficult. The one fly in the ointment, the greatest of all difficulties, has been to make the adult illiterates feel the need for any literacy at all.

An equally important problem has been the difficulty to make the adult education centres attractive, worthwhile and useful for the adults to attend. The adult education teachers have often been the ill-equipped, hard worked elementary school teachers. They were not often able to achieve, by themselves, the objective in view. The other teachers in the locality, and also every educated individual of the place, and the officers of all departments on circuit, and the non-official intelligentsia, have not often taken interest in making the adult education centre worthwhile. Competent and well-equipped man-power for those centres have often been found wanting. It has not been possible to mobilise ultimately all educated men to this task of spreading knowledge, nor to create a greater consciousness for a better life.

An experiment.—The Arundale Education Centre, Madras, worked in three caste villages around the Theosophical Society, three Harijan hamlets and one fisherfolk village, with a total population of about 5,000. In two villages the centre was able to rearrange the village around a civic square consisting of a well, school, and a temple for the common good of the villagers. They were kept active and on good working condition. Leadership and initiative were not wanting among the villagers. What they lacked was friendship and the company of the literate. The real value of the work was found to lie in day by day quiet efforts, hidden jobs, the personal contacts rendered in a spirit of friendship, month after month and year after year.

The following institutions and their heads co-operated in carrying on the programme. The Besant Theosophical High School, the Olcott School, Avvai Home and the Arundale Adult Education Centre. They took the educational census of all these villages. From the census they classified children, boys and girls below 7 years and arranged for personal cleanliness, medical aid and play centres. The second group of boys and girls of school-going ages 7 to 14 were given personal cleanliness, by

bath and swimming, free education in their schools, games and scouting, bajans and religious instruction.

With the help of the various heads of the institutions, the following activities were organized :—

(1) Animal welfare consisting of water facilities, fodder and medical aid,

(2) Health and sanitation through encouraging swimming, exercises, games, healthy sports, and arranging exhibition with the aid of the Health department, and

(3) Beautifying the villages, planting trees, starting avenues, gardening, cleaning public places like streets, temples, drainages, etc.

CHAPTER X.

THE EDUCATION OF GIRLS AND WOMEN.

(a) Progress of Women's education.

	1946-47.	1951-52.
1 Number of public and private institutions intended for Indian girls and women.	4,503	441 (a)
2 Do. strength.	560,226	107,596 (a)
3 Number of girls and women reading in all types of institutions.	1,435,617	3,520,722 (b)

The following figures give an idea of the progress of women's education in the Primary and High school stages :—

	Number of girls under instruction.	
	1st April 1947.	31st March 1953.
1 Elementary schools	1,333,387	1,515,056
2 Secondary schools for boys and girls.	86,403	136,839
3 Colleges	3,276	5,130
4 Professional and special—		
(a) Colleges	688	1,138
(b) Schools	9,026	17,586

It can be observed that there has been an increase of nearly 120 per cent in the Primary stage and 41·2 per cent in the Secondary stage. The increase in the enrolment of girls in the Primary stage is a noteworthy feature of this period.

It is really gratifying to record that more and more girls are availing themselves of the opportunities offered in the educational institutions of the State.

Number of women teachers working in Elementary schools increased from 14,676 in 1946-47 to 34,622 in 1951-52.

(a) Excluding Elementary schools as the distinction between boys and girls' elementary schools was abolished.

(b) This forms 12·1 per cent of the female population in the State.

Progress of girls education at the Secondary school stage.

	1946-47.	1951-52.
1 Total number of girls—Secondary schools.	216	266
2 Total number of girls—High schools.	148	211
3 Total number of girls—Middle schools.	68	55
4 Total strength in the schools shown in No. 1.	53,891	91,065
5 Number of girls reading in all the Secondary schools for boys and girls together.	80,403	136,839
6 Number of girls who appeared for the S.S.L.C. Examination.	3,925	10,704
7 Number declared eligible	3,922	5,156
8 Number of teachers employed in Secondary schools for Indian girls.	1,549	3,517
9 Total number of women teachers in all Secondary schools.	3,376	4,757

Collegiate stage.

1 Number of Arts colleges for women.	7	12
2 Do. strength.	1,585	3,074
3 Number of Professional colleges for women.	5	5
4 Do. strength.	261	407
5 Women students reading in Professional colleges for men—		
(a) Medical	394	578
(b) Teacher Training colleges ..	18	58
(c) Law colleges	6	22
(d) Agricultural colleges ..	5	3
(e) Engineering colleges ..	3	5
(f) Veterinary Colleges .. ..	..	7
6 Number of Oriental colleges for women.	2	2
7 Do. strength.	48	42
8 Number of women reading in Oriental colleges for men.	27	62

The total number of women receiving education in colleges (men and women) for general education rose from 3,276 in 1946-47 to

5,130 in 1951-52. Of the 12 colleges for general education for women in 1951-52, 1 was an Honours College, 8 were first grade colleges and 3 were second grade colleges. The Women's Christian College, Madras, had the M.Sc. course in Home Science.

	1946-47.	1951-52.
Women's Training schools—		
Number of Training schools for women—	82	92
Total—		
(1) Government	38	33
(2) Private	44	59
Strength—		
(1) In Government schools	2,902	3,596
(2) Private schools	3,203	5,441
	<hr/>	<hr/>
Total ..	6,105	9,037
	<hr/>	<hr/>
Strength—		
(1) Secondary grade	1,191	2,627
(2) Higher grade	4,914	6,111
(3) Total	6,105	8,738
Number of women under training in Men's Training schools.	79	537
Number of women students who appeared for the T.S.L.C. Examination—		
(1) Secondary	554	1,652
(2) Elementary	2,983	3,800
Number of women candidates declared successful—		
(1) Secondary	460	1,112
(2) Elementary Grade	200	1,871

(b) Facilities at the various stages of education.

Separate primary schools for girls were abolished in 1948. All the primary schools were equally accessible to girls and boys. Special facilities for the secondary education of girls were provided. The Girls' Secondary schools and Girls' Training schools were under the administrative control of the Inspectresses of Girls' Schools.

For college and professional education more and more women came to be enrolled during this period.

(c) Co-education.

The provision of instruction for both the sexes in the same institutions and with the same teachers has been made universal during this period.

Co-education was accepted as the policy and came to be enforced during the quinquennium by the amalgamation of boys' and girls' ranges at the Primary stage. At this stage co-education has been found on the whole quite satisfactory. In girls' schools where the Muslims have the purdah system, co-education is yet to get itself adjusted. In any case the distinction previously emphasised between girls' and boys' elementary schools was practically ended during this quinquennium. The amalgamation of boys' and girls' elementary schools in some places helped the growth of more economic schools and obviated unnecessary duplication and increased the enrolment of girls. Co-education at the Secondary stage was not the policy of the Government. But wherever there were no separate girls' secondary schools, parents were freely sending their girls to boys' schools. Co-education at the Secondary school stage also became popular and no special difficulty was reported. Even in the places where a separate girls' school existed, some parents sent their girls to the boys' schools. Those parents were more concerned about getting their girls completing the S.S.L.C. than to give them the specialized training in Home Craft and Music, Needle-work and Drawing, for which there was provision in girls' schools. In some girls' schools where the required specialist staff for Mathematics and Science was not available, girl-pupils preferred to attend the boys' schools, to make sure of their pass in the S.S.L.C. Examination,

A tendency on the part of the parents to send their girls to boys' schools to escape the payment of special fees for Home Craft and the cost of Needle-work materials, was also noticeable.

(d) *Special scholarships and courses for girls.*

Special scholarships continued to be awarded to the girls in Secondary schools and Elementary schools. They also had fee concessions under rule 92 of Madras Educational Rules. The award of scholarships in respect of girls in Elementary schools was made by the District Educational Officer, and the award in respect of girls in Secondary schools by the Inspectresses. One hundred and sixteen general scholarships tenable in Forms I to VI, 56 residential scholarships for unmarried Hindu and Muslim girls and 25 non-residential scholarships for Hindu and Muslim widows were awarded to deserving pupils during 1951-52. Scholarships were awarded by the Harijan Welfare Department also, at all stages.

Special courses for girls.—The general curriculum of studies prescribed in schools and colleges was adopted for girls also. In the Secondary School curriculum for girls, Home Craft was introduced as a Basic Craft in the reorganized scheme of 1948 to prepare girls for their future work of keeping a home. Domestic

Science was taught in the higher forms. Drawing, Music and Needle-work were also taught in all classes. These courses were on the whole popular. But owing to the very elementary nature of the Home Craft course it was found that the girls did not get an adequate training. A more comprehensive scheme of studies in Home Science was felt necessary.

Under the bifurcated courses, some girls' schools introduced courses like "Domestic Science" and "Dancing and Music" and "Drawing and Painting".

CHAPTER XI.

MISCELLANEOUS.

A. Pre-primary education.

The educational experiences of the child from birth to entrance into the first standard of an Elementary school can be considered as pre-school education. In its wider sense this is a recognition of the fact that the child is receiving an informal education before he begins to learn to read and write and study arithmetic. This education is from contacts with adults and children both within and without the family and from actual experience in living. Pre-primary schools are perhaps taking pre-primary education in a narrower sense!

There were four types of schools in the State for pre-primary education, viz., the Nursery, the Kindergarten, the Montessori and the Pre-Basic. Admission to the Nursery schools was made from the age-group 2-5 and to the Kindergarten and Montessori schools from 2 to 7. Nursery schools led to Standard I, the Kindergarten and Montessori schools to Standard III of Elementary and Secondary schools. The pre-basic schools were intended for children between the ages of 2½ to 5.

The number of schools in the four types of pre-primary schools and the number of pupils enrolled are given below :—

				1951-52.	
				Schools.	Strength.
Nursery	..	..	..	19	} 2,030
Montessori	..	..	..	4	
Kindergarten	..	..	..	2	
- Pre-Basic	..	..	..	25	

Only two Nursery schools were under Government management and the rest were aided schools.

Recognizing and aiding pre-primary schools by the State are essentially developments of this quinquennium. The little work that has already been done in this direction has shown the great need and excellent scope for well-planned schools of this category.

Importance of Nursery schools.—Nursery schools lay a foundation for the whole educational structure and has already shown a liberalizing influence. Birth to five years is the vital period of childhood. Nursery trained teachers are able to bring a more suitable class room atmosphere. The Madras Nursery School Project organized in 1935, originally tried to organize schools only

for the pre-school-age children. Later, an attempt was made to reach upward into the first two primary classes of the ordinary school system. It is argued by Miss Joy Comstock, Superintendent, Balar Kalvi Nilayam, Vepery, that this was an attempt to discover by study and experiment the actual needs of these young children with reference to their natural interests and abilities. The Nursery School Movement in other countries was studied but no effort was made to import or transport into Indian soil a foreign system without modification or re-valuation to suit the life and thinking which the children know in their own culture.

There are many problems connected with the education of small children in this State which need scientific investigation. One of these problems is the type of Nursery school best suited to India. It should not require a heavy initial outlay for equipment. It should be adaptable to any particular situation, be it rural or urban, and it should be psychologically sound taking into account the full development of the child's total personality. For children under five years, there should not be any effort to coach them in the educational skills that rightly belong to the school child above five years. Even at five, many children are immature for the task of learning to read and write. The true Nursery school should be designed towards the social adjustment of the child into the group and away from his own home environment for a shorter or longer period of the day. The Kindergarten based on the child's need for freedom of choice in occupation and in movement can be designed to meet his needs of language expression and manual skill in handling play materials which give him exercise of body and mind.

In this connection, mention has to be made of the work of the Vepery Nursery School which started in 1935 and has done the spade work for Nursery schools in this State. The school is now called the Vepery Children's School. The work of Miss Joy Comstock as Superintendent of this school has been a valuable contribution.

Pre-Basic classes.—The Government approved in G.O. No. 1524, Education, dated 24th May 1950, the proposal of the Director that private managements conducting Basic schools might be permitted to open pre-basic sections for children between the ages $2\frac{1}{2}$ to 5. The Director approved the opening of pre-basic sections in ten selected schools in 1950-51. A junior basic trained teacher on a pay of Rs. 27 plus dearness allowance of Rs. 19 per mensem was to be employed in each school and grants given to schools on this basis. G.O. No. 990, Education, dated 17th April 1951, approved the opening of forty more pre-basic classes in 1951-52. Local bodies were allowed to meet the expenditure on the opening of pre-basic schools from the Elementary Education Fund.

Out of the forty pre-basic sections sanctioned in 1951-52, only 25 were functioning. The syllabus followed is that indicated in

the Basic National Education Syllabus for the training of pre-basic teachers published by the Hindustani Talimi Sangh. The orders are that teachers trained in pre-basic training schools should be appointed in pre-basic sections. If pre-basic trained teachers are not available, junior basic grade teachers could be appointed. According to the orders issued, one teacher may be allowed for an average attendance of 15 pupils and two teachers if the average attendance exceed 25. Regarding the duration of the course, children in pre-basic schools need not be divided into first year or second year, or junior or senior, but work graded according to the needs of every child so that the pre-basic sections may be allowed to work according to the needs of children rather than with reference to a definite time-limit.

B. Aesthetic Education—Art, Music, Dancing, etc.

Encouraging children's art.—On November 27, 1951, Sri Jawaharlal Nehru, Prime Minister of India, inaugurated the Government sponsored National Art Gallery, the first of its kind in Madras. Children's Art Exhibitions were conducted with the two-fold aim of encouraging the child artist who had attained some stage of achievement in art and of stimulating the interest of the would-be child artist. Art education was provided in the schools and attempts made to understand the child and encourage self-expression through art.

Drawing and painting were encouraged as a "hobby", and in the higher forms also as a bifurcated course. The reorganized scheme of 1948 has given prominence to Arts, especially painting and music. School days and anniversaries offered opportunities for the development and display of artistic talents (dance, music and histrionic talents) in the pupils. However, art teaching continued to be the weakest link in the chain of subjects taught in schools. The great difficulty was that the aim itself, of art teaching, remained obscure for many, though its place in the curriculum became more secure after the 1948 scheme.

Music Colleges.—The number of music colleges in the State during the period, besides the Faculty of Music in the Annamalai University, was three, viz.—

- (1) The Kalakshetra, Adyar.
- (2) The Central College of Karnatic Music, Adyar.
- (3) The Maharaja's College of Music, Vijayanagaram.

The Kalakshetra was affiliated to the Madras University. The Kalakshetra, Adyar, founded in December 1935 continued throughout the quinquennium as an outstanding Art centre. It is registered as a charitable society with the following objects:—

- (1) To emphasize the essential unity of all true Art,
- (2) to work for the recognition of Arts as vital to individual, national, religious and international growth, and
- (3) to provide for such activities as may be incidental to the above subjects.

The strength of the institutions during the years 1947-1952 was—

Year.	Strength.	Examinations.		Performances.		Expenditure.
		Appeared.	Passed.	Public.	Private.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
						RS.
<i>Government Music—Higher Grade.</i>						
1947-48 ..	58	5	5	..	..	..
<i>Sangitha Siromani, Madras University.</i>						
..	..	3	2	12	2	22,489
<i>Government Music—Higher Grade.</i>						
1948-49 ..	89	5	5	13	6	25,785
1949-50 ..	69	4	4	5	4	30,215
1950-51 ..	64	3	3	6	..	43,088
<i>Sangitha Siromani—Final.</i>						
..	..	4	4	..	..	..
<i>Government Music—Higher Grade.</i>						
1951-52 ..	68	7	7	5	2	43,566

Kalakshetra continued to attract distinguished visitors, both national and foreign, during the period. Important festivals and pujas were celebrated for creating a spiritual atmosphere. Kalakshetra held its first regular convocation for awarding Diplomas on 31st January 1952. Twelve candidates qualified in earlier years were presented the Kala Diploma.

Provision was made in the Kalakshetra for Music and Dancing. Besides training in Vocal Carnatic Music, Veena, Gottuvadyam and Violin under music and Bharatha Natyam and Kathakali under dancing were provided for.

The Central College of Karnatic Music.—This college was first started on 1st August 1949 at the 'Rama Bagh' and 'Sea View', San Thome, Mylapore, but as these buildings were found unsuitable, the college was shifted to 'Bridge House', Adyar, belonging to the Madras State.

The expenditure for the college in 1951-52 was Rs. 63,657. The expenditure on the institution was shared by the Local and Central Governments. The college was placed under the administrative control of the Director of Public Instruction from December 1950.

The strength of the college on 31st March 1952 was :—

Full-time—

Principal	...	...	...	...	...	1
Professor (Vocal)	..	...	...	...	...	1
Lecturers (Vocal)	..	..	..	..	..	4
Lecturers (Veena)	..	..	..	..	..	2
Lecturers (Violin)	..	..	..	..	..	2
Lecturer (Mridangam)	..	..	..	..	..	1
Lecturer (Musicology)	..	..	..	..	..	1

Part-time—

Lecturer (Gottuvadyam)	..	..	..	..	..	1
Lecturer (Musicology)	..	..	..	..	..	1

Sri Musiri Subramania Iyer was appointed as Principal of the college and continued as such for the rest of the quinquennium. At the annual examination for 1951-52, 26 appeared and 25 passed.

There was a small hostel for women students attached to the college and located in the college itself. The total number of inmates in the hostel during the year 1951-52 was 10. The college worked for 184 days in 1951-52. The students' union functioned in the college and conducted important music festivals such as the Bahula Panchami Celebrations, Sri Thyagaraja Day, Sri Muthuswami Dikshitar Day, Sri Sama Sastri Day, etc. In addition, monthly musical entertainments were also conducted.

The strength of the college on 31st March 1952 was as follows :—

V year class—							
Men	12	} 31
Women	..	..	..	..	..	19
IV year class—							
Men	5	} 20
Women	..	..	..	..	..	15
III year class—							
Men	2	} 6
Women	..	..	..	..	..	4
Total ..						57	

Considering the difficulties inherent in the running of such an institution in its initial stage, the college can be considered to have achieved a fair degree of success during the short period of its existence. Provision is made in the Central College of Carnatic Music, Adyar, for the teaching of Music in Vocal, Veena

Violin, Gottuvatyam, Mridangam and Musicology. The Kalakshetra, Adyar, train students for the Sangeetha Siromani Examination of the Madras University and for the Government Technical Examination in Music (Higher Grade). The Maharaja's College of Music, Vijayanagaram, sends up candidates for the Diploma Examination of the Andhra University for Music in Vocal, Violin and Veena. Candidates are also sent up for the Government Examinations in Music (Higher Grade). Students of the Annamalai University are sent up for the Sangeetha Booshana Diploma Examination. The strength of the Music Colleges on 31st March 1952 is given below :—

	Men.	Women.	Total.
1 The Kalakshetra, Adyar	10	52	62
2 Central College of Carnatic Music, Adyar	19	38	57
3 The Maharaja's College of Music, Vijayanagaram	41	78	119
4 Faculty of Music, Annamalai University	41	19	60
Total ..	111	187	298

Music as a special subject under the diversified course of studies in Secondary Education has been introduced in the Raja's High School, Kollengode. The number of scholars who took the course was 58 in 1949-50.

Though Music was not taught as a separate subject in the boys' schools generally, girls' school taught Music as a curricular subject. Music was also taught as an extra curricular activity.

Music schools.—The following were the Music schools in the State during the period under report :—

- (1) Tamil Isai Palli, Devakkottai.
- (2) Tamil Isai Kalluri, Georgetown, Madras.
- (3) Ramani School of Music, Mylapore.

The number of scholars under instruction in these schools during 1951-52 was 52 boys and 228 girls.

Vocal music alone was provided for in the Tamil Isai Kalluri, Georgetown, and Vocal, Violin and Veena in the Ramani School of Music, Mylapore.

Tamil Isai Palli, Devakkottai.—This school which was established in 1942 was given recognition by the Director in 1948. The school imparts instruction in Vocal, Veena, Mridangam and Dance. Both Vocal and Veena are five years' courses. Mridangam is a four-year course, and Dance a three-year course. The school works from 7 a.m. to 9 a.m. and from 5 p.m. to 7 p.m. to be of greater convenience to pupils. Total enrolment of pupils during the five years 1947 to 1952 was 546. Pupils were presented for the Isai Se'vam and Isai Mani Examinations of the Tamil Isai Sangham, Madras, and to the Lower Grade and Higher Grade Government Technical Examinations.

The Teachers' College of Music.—Early during the year 1947-48, the Music Academy took up the question of improving the college and the model school run by the Academy. The college was shifted to its own premises where better accommodation and atmosphere were available. Number of students in the various years were—

						Number.
1947-48	..	..	..	..	..	17
1948-49	..	..	..	..	..	20
1949-50	..	..	..	..	..	21
1950-51	..	..	..	..	..	15
1951-52	..	..	..	..	..	27

The vast majority were women students. Diplomas were awarded to the successful students each year at the Sadas of the Academy.

The following amounts were paid as Government grant:—

						RS.
1947-48	..	..	..	..	..	1,136
1948-49	..	..	..	..	..	1,447
1949-50	..	..	..	..	..	1,499
1950-51	..	..	..	..	..	1,680
1951-52	..	..	..	..	..	1,410

Throughout the period under report the college continued to be under the charge of Sangeetha Kalanidhi T. V. Subba Rao who was its Honorary Principal and Correspondent.

Dancing—The Tagore Academy, Coimbatore.—The institution was started in 1939 to make dance and dance drama an integral part of education for boys and girls. Sri N. Lakshmanan has continued to be its Director. Sri N. Lakshmanan prepared in 1949 the guide book on dancing which was published by the Director of Public Instruction, Madras, for guidance to dance teachers.

The School of Bharata Natya at Coimbatore follows the syllabus prepared by the Commissioner for Government Examinations, Madras. During 1947-52 the school trained nearly 150 pupils. The staff of the school consisted of (1) the Dance Director of the Tagore Academy, (2) Dance teacher, (3) Music teacher, (4) Mridangam player and (5) Flutist. The immediate objective was to make folk dancing and tribal dancing an integral part of Social Education.

The Pitchayya Pillai Bharatanatya Vidyalaya, Tanjore, was newly recognized during the year 1950-51. The strength of the institution in 1951-52 was 2 boys and 17 girls. Of these 5 were beginners, 4 were in the intermediate and 10 in the advanced stages.

C. Education of the handicapped.

Education of the handicapped received more than the usual attention in this quinquennium. Some really good work was attempted in the newly started Government schools for defectives. The task of reintegration into society of the handicapped continued to challenge the institutions in this work.

The quinquennium began with the 14 schools that already existed. They continued to work for the benefit of the defective children. Of these, four schools were for the blind, four for the deaf and dumb, five for lepers and one for the blind, deaf and dumb. The Municipal Councils of Coimbatore and Karaikudi continued to run their deaf and dumb schools.

Total number of schools increased to 15 in 1949-50 and to 19 by 1950-51 and remained so till the end of 1951-52. During 1948-49 the Victory Memorial School for Blind, Poonamallee, was taken over by the Government. The same year Government sanctioned the opening of a school for the deaf-mutes in South Malabar. It was opened in 1950-51. Government Schools for Blind were opened in Cuddapah for the Telugu districts and in Salem for the Tamil districts in 1949-50. During 1950-51 another Government School for the Blind was opened in Kasaragod (South Kanara district).

The following is the list of schools for defectives on 31st March 1952 :—

	Number of pupils			
	On 1st April 1947.		On 31st March 1952.	
	Boys.	Girls.	Boys.	Girls.
1 The Lutheran School for Blind, Rentachintla.	20	17	19	22
2 Government School for Blind, Poonamallee.	36	..	48	19
3 T.D.T.A. Blind (Boys) School, Palayamkottai.	35	..	41	..
4 Deaf and Dumb and Blind School, Coimbatore.	168	..	129	142
5 T.D.T.A. Blind Girls' School, Palayamkottai.	..	27	3	22
6 Municipal Deaf and Dumb School, Coimbatore.	34	12	34	9
7 Municipal Deaf and Dumb School, Karaikudi.	11	4	10	4
8 C.E.Z.M. Deaf and Dumb School, Mylapore.	58	..	58	37
9 Deaf and Dumb School, Palayamkottai.	38	55	75	42
10 The Leper School, Dayapuram, Ramanathapuram.	26	4	23	1
11 Bethside Leper School, Narasapur.	27	14	15	17
12 St. Stanislas Leper School, Kumbakonam.	48	..	42	15

	Number of pupils.			
	On 1st April 1947.		On 31st March 1952.	
	Boys.	Girls.	Boys.	Girls.
13 The Leper School, Ramachandrapur.	35	25	8	5
14 The Leper School, Bapatla ..	9	8	8	5
15 Government Deaf and Dumb School, Chunangad, Malabar.	..	..	29	..
16 Government Blind School, Cuddapah.	..	..	26	..
17 Government Blind School, Salem.	..	..	24	4
18 Government Blind School, Kasaragod.	..	..	12	2
19 L.W.L. Sanatorium .. ..	..	..	142	28
	<u>546</u>	<u>166</u>	<u>738</u>	<u>369</u>

The number of children in the schools for the defectives during the period 1947 to 1952 was as follows :—

1947-48	..	..	..	..	712
1948-49	..	..	..	..	835
1949-50	..	..	..	..	965
1950-51	..	..	..	..	1,067
1951-52	..	..	..	..	1,107

Out of the 19 schools for the defectives in 1951-52, seven were under Government management, two under local bodies and 10 under private management. The private agencies who maintained the schools for the defectives received grants-in-aid from Government.

The majority of the schools were residential ones and the children were given free boarding and lodging in most of them. The task of creating "a Home from Home" for those unfortunates was devotedly taken up by the workers in this field.

General education up to the VIII Standard or V Standard was imparted to the blind with the approved text-books prepared according to the Braille Code and conforming to departmental standards. During 1948-49 the uniform Indian Braille was introduced. Articulation, Speech training, Arithmetic, History, Geography, Social adjustment and Drawing were some of the subjects taught in the schools intended for the deaf and dumb children. Visual aids (projector and film strips) were used generally in geographical and historical subjects in schools intended for deaf and dumb children. Instruction was free in all schools.

In addition to the imparting of general education, the students were given vocational training in crafts like rattan work, weaving, tailoring, mat-weaving, carpentry, bee-keeping, and gardening for boys and in the case of girls other than the blind, needle-work and dress-making. The careful attention given to vocational

training in these schools has been a special feature. As the blind have a special aptitude for music, arrangements for the teaching of vocal and instrumental music were made in almost all the schools for the blind.

Both out-door and in-door games were provided, as far as possible, in a number of these schools. Various extra-curricular activities were encouraged and every possible effort made to keep the children happy and cheerful. As usual, provision for medical inspection of the pupils was made. In Leper schools, the pupils were medically examined periodically.

Generally, the managements took efforts to keep in touch with the ex-students and find suitable employment for them or to help them in other ways.

The State Government gave additional encouragement and incentive for teachers to take up this line of work by offering not only an additional allowance for acquiring the special Diploma for teaching the defectives, but also gave a higher initial pay in their usual scale.¹

Government permitted Secondary Grade teachers in Government schools for defective children to be allowed with effect from 1st March 1952 a higher starting pay Rs. 60 in the scale of Rs. 45—3—60—2—90 besides the special pay of Rs. 10 admissible till then. During 1951-52, the Government also deputed to England two officers of the Education Department, viz., Sri B.A. Nandagopal and Sri K. C. Kunhamaman Raja, for the purpose of studying Education of the Blind and the Education of the Deaf-mute, respectively.

Training of teachers for the blind and the deaf, mutes.—² In 1949- instructions for the guidance of those conducting training classes for teachers of the blind and the deaf-mutes were issued by the Director.

Teachers of the blind.—Only trained teachers with at least one year's teaching experience should be selected for training. Higher Elementary trained teachers may also be selected for training. The minimum qualification prescribed for admission to the training was the Higher Elementary Grade Teachers' Certificate, but preference was to be given to the Secondary Grade trained teachers.

The trainees should be given brief courses in—

- (a) History of Education of the Blind ;
- (b) Special methods used to overcome the lost sense of light ;
- (c) Psychology of the Blind ;
- (d) Writing and reading of Braille and Taylors frames ;
- (e) Preparation of a syllabus for the blind children ; and
- (f) Adequate practice in teaching the blind children.

¹ G.O. No. 3153, Education, dated 3rd December 1951.

² R.C. No. 40-D2/48, dated 7th January 1949.

The courses were for one year. Only after the trainees' work as teachers for the blind for at least 18 months after completing their training, they were eligible to appear for the test conducted by the Commissioner for Government Examinations in competency certificates in teaching the blind.

During this period, the trainees were expected to complete their training through study and by actual practical work with blind children.

Training of teachers for deaf and dumb.—Only trained teachers with at least one year's teaching experience were to be admitted for training.

Trainees were to be given a course in—

- (a) the history of the education of deaf-mutes,
- (b) the speech development in the child and the race,
- (c) the elements of phonetics,
- (d) the preparation of a syllabus for deaf-mutes.

The trainees were given opportunities to gain practice in teaching deaf-mutes. The trainees could take the test conducted by the Commissioner for Government Examinations for competency certificate to teach the deaf, only after serving as teachers in schools for the deaf for not less than 6 months after leaving the training school.

Training courses for the blind were conducted in the Government School for the Blind, Poonamallee, during 1949-50 and 1950-51. The training department was opened in the school mainly to cater to the needs of the Blind schools, newly opened by the Government. During the period of training, the teachers were paid, in addition to their pay and allowances, a stipend of Rs. 25 per month. During the year 1949-50, three teachers were trained. A training course in 1950-51 was conducted for four teachers according to a revised scheme for training of teachers for the blind. The training section has been temporarily closed down as the present head of the institution is not a specialist qualified in Braille and the methods of teaching the blind. The training department is expected to be revived as soon as the candidate deputed by the Government for training in England returns and joins duty.

In addition to the training in the Government School for the Blind at Poonamallee, similar training courses were conducted with Government aid in the T.D.T.A. School for the Blind, Palayamkottai; Blind School, Teynampet, and the U.L.C.M. School for the Blind, Rentachintala. Seven teachers were trained in the two schools during 1948-49 and 1949-50.

A brief account of some of the schools for the defectives in the State is given below :—

1. *Government School for Blind, Poonamallee.*—On 5th May 1948, the Board of Governors of the Victory Memorial School for

the Blind, Poonamallee, resolved to transfer the management of the school to Government subject to the following conditions :—

(1) The name of the school should be “The Government School for Blind, Poonamallee.”

(2) The buildings and equipment and all the other belongings of the school should be legally conveyed to Government free of cost.

(3) All fluid assets of the school should also be transferred to Government for being vested with the Treasurer of Charitable Endowments.

(4) All outstanding bills and other liabilities of the school up to the date of transfer of the school to Government including the cost of legally conveying the properties should be met from the fluid resources.

(5) Government will take over such of the members of the existing staff of the school, as in their opinion are suitable, and fresh recruitment will be made for the rest of the staff necessary.

Government in their G.O. No. 1672, Education, dated 30th June 1948, decided to take over the management of the school with effect from 1st July 1948 and run it as agent of the Board of Governors and the Association for the Blind.

The post of a Principal on Rs. 230 to 700 was created and the remaining staff of the school including the industrial sections were retained. A Special Officer was later appointed in the place of the Principal.

Elementary education continued to be imparted therein up to the VIII standard through the Braille system and the adoption of Bharathi Notation. Instruction was also given to blind adults in handloom weaving and rattan work. The strength of the elementary section was 48 boys and 19 girls on 31st March 1952 as against 18 boys and 15 girls on 1st April 1947. The pupils were inmates in the hostel and were fed and clothed at Government expense. Instruction was free.

2. *Florence Swaison School for the Deaf-mute Children, Palayamkottai.*—The children in this school continued to be educated up to the VIII standard and were given opportunities to take interest in voluntary reading of story books and newspapers. Annual sports were held to which the public were invited. Arrangements were available in the school itself for visual education through film strips. Poultry were looked after with interest by the deaf and dumb children. The children were taught spinning with takli and also fibre work, both coir and palmyra fibre, the former for making brooms and the latter for the making of baskets.

3. *The School for the Blind, Palayamkottai.*—The school is situated in a healthy locality with about 16 acres of land. The school had also excellent facilities to train teachers in special methods of “teaching the blind.” Two batches of trainees were trained in this institution.

Elementary education up to class V continued to be given to the blind children. The school has been permitted to open the higher elementary standards also.

Reading and writing were taught adopting the Braille system and arithmetic by using the Taylor's frame. Students were also trained to operate the Braille typewriters.

With the use of the electric pump installed during the year 1948 in the school garden, vegetables and plantains were grown for the use of the children. All the children were residing in the boarding home attached to the school. Annual sports were conducted. In the Manual Training section, students were taught rattan work and they made varieties of cane furniture under the guidance of an experienced Manual Training Instructor. Blind students were also taught Indian music, both vocal and instrumental. A thorough medical examination was conducted during the year 1950 by an Eye Specialist and treatment given to those who needed special care. Apparatus and appliances for the use of the blind such as Braille slates, and Braille typewriters were imported from America free of cost. Garden implements specially intended for the use of blind children were also provided.

D. Education of the Scheduled castes and other Backward communities.

There was a separate department of the Government in this State under the name of Harijan Welfare Department specially set up for the amelioration of the scheduled castes, scheduled tribes and backward classes. The ameliorative measures undertaken by the department in the field of education were: (1) maintenance of schools, Secondary and Elementary, (2) provision of scholarships, boarding grants, grants for the purchase of books and clothing, and for the payment of examination fee, (3) grant of stipends for the training of teachers, (4) maintenance of free hostels at important centres and (5) grant of financial assistance to private bodies for the maintenance of hostels, schools, etc., for the benefit of all eligible communities. Statistics relating to this department for the quinquennium are given in the Annexure.

Harijan students studying in Harijan Welfare schools were given midday meals. This resulted in an improvement in their health and served as an incentive for larger attendance.

The expenditure on the supply of midday meals which was less than Rs. 1 lakh in 1941-42 rose up to 21 lakhs in 1951-52. A full account of the midday meal scheme is given in section (i) of this chapter.

Harijan converts to Christianity.—Harijan boys converted to Christianity get only half-fee concession in Elementary and High school classes.¹ The full fee concessions extended to

¹ Government Memorandum No. 94872/49-1, Education, dated 22nd December 1949.

Harijan students in G.Os. No. 1667, Education, dated 29th June 1948, No. 2260, Education, dated 10th September 1948, and No. 2740, dated 30th August 1949, have been sanctioned exclusively for Hindu Harijans.

Two Government High schools for boys—the Government High School, Masulipatnam, and the Government Nandanar High School, Chidambaram—and the Middle School for boys, Gandhinagar, Pudukkottai, were specially intended for Harijans, and the number of pupils under instruction was 683 boys and 31 girls in 1951-52. Number on rolls in 1947-48 was 493.

The total number of Elementary schools intended mainly for the Scheduled castes was 3,742 on 31st March 1952 as against 1,194 on 1st April 1947. Scheduled castes children continued to be admitted in all schools, public or private. On 31st March 1952, 572,644 pupils were under instruction in elementary schools as against 84,432 on 1st April 1947. There were 13,177 boys and 2,586 girls in High schools and 1,097 pupil teachers in Training schools at the end of the quinquennium.

Scholarships continued to be granted by the Harijan Welfare Department and fee compensations to managements by the Education Department. A scheme of scholarships and fee concessions to which these communities were eligible is given in Appendix II of the Public Instruction Report, 1951-52.

The total number of Harijan teachers working in all Elementary schools was 3,050 on 31st March 1952 as against 2,469 on 1st April 1947.

Boarding grants on behalf of Harijan pupils and Harijan hostels are dealt with in Section R of this Chapter. Five hundred and eighteen hostels run by private agencies were subsidized by this department at a cost of Rs. 20 lakhs in 1951-52.

Though a period of educational ferment, there is still a disparity between the number of schools accessible to Harijans and the number of schools in which they are freely admitted. This can be explained with reasons like proximity of schools specially intended for Harijans and the non-existence of Harijans in the school zone. But the fact remains that the prosperous communities in some places neglect the educational and economic interests of Harijans in favour of more spectacular Harijan uplift events. The cheris have often a separate Harijan school and the higher castes another school in the village. Poverty and famine also, which compel the Harijan pupils to go for work or in search of work in preference to schooling cause their absence from schools. The policy of the Education Department has been to enable Harijan children to mix freely with pupils of other communities and to discourage the opening of separate Harijan schools. Harijan Welfare Department opens separate Harijan schools and the Madras Corporation Slum schools.

Reservation of seats for Harijan students.—G.O. Ms. No. 1225, Education, dated 11th June 1947, laid down that some seats should be ear-marked for Harijans in Educational institutions and that with effect from the academic year 1947-48 10 per cent of the seats in all Secondary Training Schools and Government Arts and Training College; and the Law College should be reserved for Harijans. As defined in G.Os. No. 825, Development, dated 27th February 1947 and No. 850, Public, dated 18th March 1947, only if Harijan candidates were not forthcoming in sufficient number to fill the seats within fifteen days from the reopening of the institutions, candidates of other communities could be admitted against them. If the number of Harijan applicants exceeded the number of seats reserved, as many of those applicants as possible were to be admitted. Harijan candidates were admitted only if they satisfied the minimum educational attainments required. The reservation applied to subject groups also like groups for which there was competition. Ten per cent of the seats in all the hostels were similarly reserved for Harijan students.

Reports from the Headmasters have proved that Harijan and Backward community boys in mixed schools are found capable, if given due encouragement, of producing results, not inferior to those of boys hailing from more favourable homes.

Backward classes.—The total strength of backward class pupils in the several kinds of institutions was as follows on 31st March 1952:—

	Boys.	Girls.	Total.
Primary schools	153,073	94,748	247,821
Middle schools and High schools ..	1,947	241	2,188
Training schools	305	..	305

The total number of Elementary schools mainly intended for the backward communities on 31st March 1952 was 1,906 with a total enrolment of 124,204 boys and 81,511 girls.

The largest numbers were found in Mathurai (Kallars), Tirunelveli (Maravar, Patnulkarans, Yadavas, etc.), Malabar (Mappillas and Mukkuvans).

The Kallar schools were under the Harijan Welfare Department. There was a Special Officer in the Deputy Collector's cadre who was in charge of Kallar reclamation work in Madurai district.

ANNEXURE.

Harijan Welfare Statistics for 1947 to 1952 on Education.

		1947.	1948.	1949.	1950.	1951.	1952.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1 Number of Harijan Welfare schools		1,194	1,205	1,290	1,349	1,349	1,353 *
2 Number of teachers		2,469	2,624	2,834	2,970	2,977	3,050
3 Number of pupils		84,432	94,950	94,744	98,007	1,01,345	92,755
4 (a) Number of midday meals supplied		74,319	25,732	87,339	87,003	81,895	..
(b) Expenditure involved	Rs.	11,15,704	12,05,037	12,52,497	15,72,395	18,00,493	Lakhs. 18'90
5 Scholarships—							
<i>(a) Non-Residential (Elementary and Secondary)—</i>							
Number		5,277	6,743	12,406	15,476	16,885	14,654
Amount	Rs.	98,303	97,314	1,78,213	2,32,632	3,22,782	3,30,982
<i>(b) Non-Residential (College)—</i>							
Number		154	153	179	446	579	287
Amount	Rs.	5,474	5,254	6,228	16,715	25,937	10,650
<i>(c) Residential (Higher and College)—</i>							
Number		31	555	1,021	1,426	1,870	1,972
Amount	Rs.	72,635	1,41,033	2,80,670	3,92,073	5,89,355	6,47,081
<i>(d) Commercial Courses—</i>							
Number		10	10	10	10	18	10
Amount	Rs.	360	360	300	360	648	360
<i>(e) Madras Seva Sadan—</i>							
Number		8	6	10	10	9	10
Amount	Rs.	1,200	900	1,500	1,310	1,800	2,000
<i>(f) Industrial (Residential)—</i>							
Number		19	30	25	33	44	85
Amount	Rs.	1,380	2,640	2,300	3,040	8,688	17,000
<i>(g) Industrial (Non-Residential)—</i>							
Number		65	71	151	157	112	83
Amount	Rs.	2,569	1,163	1,780	1,990	4,343	3,396
<i>(h) Co-operative Training and Education—</i>							
Number		14	6	8	8	6	8
Amount	Rs.	3,733	1,710	2,560	2,560	1,245	1,480
<i>(i) Professional Courses—</i>							
Number		71	123	157	166	188	227
Amount	Rs.	34,676	57,192	73,242	61,453	98,133	1,53,947

(j) Exemption from payment of examination fees—														
	Number	..	..	..	..	..	..	Rs.	463	466	1,612	1,204	1,755	2,429
	Amount	..	..	..	..	..	..	Rs.	5,415	6,506	22,555	17,389	31,750	39,620
(k) Supply of books and clothing														
	Madras City	..	..	..	..	..	..	Rs.	5,730	5,730	5,730	8,220	13,889	18,900
		..	..	..	..	..	..	Rs.	81	770	34,366	3,273	5,036	
6	(a) Number of Government Hostels		..	..	..	..	..	Rs.	9	9	11	17	18	..
	(b) Number of inmates		..	..	..	..	..	Rs.	639	732	957	1,074	1,277	..
	(c) Expenditure		..	..	..	..	..	Rs.	94,503	1,30,447	1,72,854	1,89,422	1,13,850	..
7	(a) Boarding grants for subsidized Hostels—													
	Number	..	..	..	..	..	..	Rs.	3,490	4,006	8,581	10,503	13,314	14,054
	Amount	..	..	..	..	..	..	Rs.	5,15,325	5,96,195	12,84,035	14,17,370	20,01,200	21,13,170
	(b) Boarding, building and other grants		..	..	..	..	..	Rs.	5,35,051	6,96,006	11,44,995	17,14,016	20,61,088	..
8	Construction and repair of school buildings		..	..	..	..	..	Rs.	1,11,906	94,511	89,748	1,13,269	1,27,851	..
9	Rents for school buildings		..	..	..	..	..	Rs.	28,438	37,885	41,035	50,751	53,976	..
10	Pay, allowances and establishment expenses		..	..	..	..	..	Rs.	14,56,118	17,79,000	18,95,114	20,06,612	21,38,428	..
11	Equipment for schools		..	..	..	..	..	Rs.	64,732	65,027	1,03,962	99,846	1,04,124	..
12	Total expenditure on education		..	..	..	..	..	Rs.	36,42,050	43,59,342	54,59,342	77,45,886	79,07,643	..
13	Education of Backward communities—													
	(a) Scholarships and schoolings		..	..	..	..	..	Rs.	..	99,086	3,74,385	5,61,245	8,38,340	8,43,144
	(b) Boarding grants		..	..	..	..	..	Rs.	..	..	1,16,100	1,87,125	1,87,350	2,48,250
	(c) Other items		..	..	..	..	..	Rs.	..	..	4,747	325	500	..
	(d) Expenditure on the education of Kallars, Koravars, Sugali and Yenadis.		..	..	..	..	..	Rs.	5,51,871	5,92,442	6,06,123	6,45,810	6,48,244	6,76,353

* Include four Sugali schools and excluding two High schools for boys, one High school for Girls and one Middle school.

E. Education of tribal people.

Education of the aboriginal, hill and criminal tribes.—The total number of Elementary schools specially intended for scheduled tribes on 31st March 1952 was 366 with an enrolment of 13,288 boys and 5,901 girls.

Twenty-one schools in the Kurnool district were specially intended for Chenchus. Sixty-nine schools in the Nilgiri district were mainly intended for hill tribes like Badagas, Irulas, etc.

The total number of pupils belonging to scheduled tribes reading in all types of institutions was 38,513 boys and 19,601 girls during 1951-52.

The number of schools in the Agency area in 1951-52 was as given below :—

	Number of schools.	Scholars.		Total.
		Boys.	Girls.	
Secondary schools ..	4	616	83	699
Elementary schools ..	436	13,089	6,005	19,094

Chenchus.—The number of schools specially meant for the needs of Chenchus children in the Kurnool district was 22 in 1947-48 as against 21 in 1951-52. These schools were all under the administrative control of the Collector of the district who was also the Special Chenchu Officer. They were however supervised and managed by the Forest department. In 1949-50 the control of these schools was transferred to the Forest department. They were located over and around the Nallanalar's in the very heart of the reserve forest where the notable Chenchu 'Gudems' existed. As the 'Gudems' were small population centres they failed to furnish an economic quota of attendance of 20 pupils per school and the Departmental tests of efficiency were therefore relaxed in the case of these schools. All the schools were located in thatched sheds owned by Government and the accommodation and equipment continued to be satisfactory. The Chenchu pupils evinced keen interest in handicrafts like leaf-plate-stitching, rope and basket-making and net weaving. As usual, the pupils were supplied with midday meals on all school working days and with free clothes, books and slates once a year. There was provision for periodical medical inspection.

	1946-47.	1951-52.
1 Number of elementary schools specially intended for aboriginal and hill tribes the Agency tracts.	215	243
2 Number of pupils	7,859	10,258
3 Number of schools specially intended for Chenchus in Kurnool district.	22	21
4 Number of pupils	694	739

	1946-47	1951-52
5 Nilgiris—Schools for aboriginal and hill tribes.	75	68
6 Number of pupils	5,286	5,686
7 Total number of elementary schools specially intended for the aboriginal and hill tribes in the whole Province.	194	366
8 Number of pupils	11,847	19,189

Education of criminal tribes.

	1947-48.
Number of elementary schools special for criminal tribes.	281
Strength	21,895

The Police Department was looking after the criminal tribes including their advancement in Elementary Education. There were 251 schools working under the Kallar Reclamation Scheme in Madurai district in 1949-50. These schools were transferred from the Kallar Reclamation Scheme to the Harijan Welfare Department in 1949-50.

(a) *Madurai North.*—In the first year of the Quinquennium there were 67 schools (including three girls' schools) under the Kallar Reclamation Scheme in the district. Strength of these schools in 1947-48 was 3,768. Two supervisors exercised immediate control and supervision over all these schools. All these schools paid special attention to games and gardening. Scouting also continued to receive attention in these schools.

(b) *Madurai South.*—In the first year of the quinquennium 183 schools for boys and 6 schools for girls, continued to work specially under the Kallar Reclamation Scheme, and 15,634 pupils attended these schools. There were on the whole 247 schools and the strength of these schools in 1951-52 was 16,142. Pupils were undergoing vocational training in printing, carpentry, weaving, tailoring, general mechanics, etc., in the various institutions. Boarding homes at Usilampatti and Uttamapalayam continued to work satisfactorily with a strength of 328 in 1948-49. Instruction in Physical Training exercises was imparted regularly in these schools. Village sports were conducted frequently to stimulate the interest of pupils in games. Steps were taken both by the officers of the Education Department and the Deputy Superintendent of Police and the Inspector of Police for Kallar Reclamation to ensure efficiency and proper attendance in the schools.

(c) *Ramanathapuram district.*—Kallar reclamation work in this district continued to consist in the maintenance of two elementary schools in the Srivilliputtur taluk—one at Mogapuram and the other at Chatrapatti. The strength of these schools was 155 in 1947-48, of whom 94 were Kallar pupils. The schools were working in good order. They had cub-packs, spinning, needle-work, string work, paper cutting, basket-making, fan-making,

book-binding, etc. The District Magistrate, Ramanathapuram administered boarding grants to Vadvarpatti Koravar pupils studying in the A.M.C.C. Boarding School at Aruppukkottai.

(d) *Salem*.—The two schools for Koravas at the beginning of the quinquennium continued to function with a total strength of 126 pupils. As usual grants were given to the London Mission which was engaged in maintaining one of the schools and two boarding homes for the benefit of such boarding homes at Attur—one for boys and the other for girls. During their spare hours, the Koravar boys and girls worked in the agricultural farms attached to these institutions and learnt farming. The children in the schools were supplied with midday meals, clothing, books, etc., at Government cost.

(e) *Chittoor*.—The Yenadi labour schools continued to do useful work, under the Yenadi reclamation scheme. In 1947–48 there were 11 schools with a strength of 409 pupils and the three Sugali schools in the district continued to work satisfactorily with an enrolment of 137 pupils. These children were supplied with free midday meals, clothing and books. Sugali Thandars being situated in out of the way places, teachers had no facilities to reside near the schools. Consequently there was dearth of teachers and the education of Sugali children suffered. To remedy this the Advisory Committee resolved to get huts constructed for providing accommodation for teachers.

(f) *Kurnool*.—In 1947–48 there was only one school intended for the Sugalis. It functioned satisfactorily. There was a strength of 39 pupils, including 21 girls. The attendance was good. The school and the teachers' quarters were kept in good condition. Pot gardening was introduced in the school. The Sugali pupils were given free ration, clothing and books. Sanction was accorded by the Government to train teachers in cattle breeding. Teachers were also sent to the Veterinary hospital at Nandyal for training.

(g) *Anantapur*.—Four schools were under the control of the Collector of Anantapur. The total strength in these schools was 175 in 1947–48. The free supply of meals to the pupils helped to increase their attendance in their schools and also contributed to their better health.

(h) *Criminal tribes settlements*.—The number of schools in the settlements was six at the beginning of the quinquennium. The schools were at Aziznagar, Chintaladevi, Shantapuram, Siddapuram, Sitanagaram and Bitragunta. The total number of children in all these schools was 424. These schools were under the control of the Deputy Inspector-General of Police, C.I.D. and Railways., Madras. Midday meals were supplied to the children in all the settlements, besides books, slates and clothing, at Government cost, to all deserving notified tribe pupils. All the schools maintained scout troops and girl guides. Deserving pupils from

the settlement studying in colleges, schools and the technical and professional institutions were given grants for boarding, purchase of books and clothing. The girls who underwent training in midwifery were given stipends, free clothing and books.

F. Physical education and youth welfare.

Physical education continued to be a compulsory subject in the Secondary schools both for boys and girls. Regular instruction was imparted in the subject by specially trained teachers.

In the elementary schools, class teachers themselves gave physical training to the children. District Athletic Associations functioned for each district. Side by side with the encouragement of inter-school and inter-college athletics and tournaments, intra-mural programmes were emphasised in schools to give opportunity for the entire student body to participate. The introduction of "play festivals" for elementary schools in each area helped social values to be emphasised equally with the physical. Though inadequacy of playgrounds and trained physical education teachers continued to be menacing, the physical education programme pursued in the schools and colleges, thanks to the early pioneers of physical education in this State, had the social and biological values of a well-balanced programme of intra-mural and inter-scholastic athletics. The physical education given was such as to improve in the participants organic vigour, neuromuscular skill and general health.

Madras has all along recognized the value and necessity for a good system of physical education; because the training of the body through physical exercises, general and athletic activities help to develop qualities of initiative, courage, discipline, fair-play and team spirit.

The following principles continued to guide the organization of physical education activities in schools.—

(1) Compulsion in regard to formal physical training and games for all pupils, according to a prescribed syllabus, except for those certified to be unfit.

(2) Provision of adequate playground for all schools.

(3) Levy of a special games fee to meet the expenditure connected with the organization of games and purchase of requirements.

(4) Fixing of qualifications for and salaries of physical training teachers.

The importance given to physical education training can be seen in the inclusion of records relating to Physical Education in the S.S.L.C. books.

Inter-school athletic sports and tournaments, intra-mural and play festivals were organized in all districts and this encouraged physical training.

Chief Inspector of Physical Education.—The work of promoting physical education in all educational institutions was as usual carried out by the Chief Inspector of Physical Education assisted by the Regional Inspectors of Physical Education. The Chief Inspector of Physical Education served as a member of the Executive Committee (of College Council) of the Y.M.C.A. College of Physical Education and held one of the posts of the Vice-presidents of the Madras Schools Athletic Association. The Chief Inspector of Physical Education visited schools and attended meetings of the Athletic Associations, District Inter-school sports meets and addressed meetings of Headmasters and physical education teachers in the various districts. He also visited Secondary schools and Government colleges. A special feature of the work done towards the end of the quinquennium was the formation of the Inter-district Secondary Schools Athletic Associations in the five regions, viz., Anantapur, Kakinada, Madurai, Madras and Coimbatore.

Regional Inspectors of Physical Education.—Since the number of schools in the jurisdiction of each Regional Inspector of Physical Education was large, they could not inspect all the schools in a year. In April 1950 two additional posts of Regional Inspectors of Physical Education were newly sanctioned. G.O. No. 1792, Education, dated 15th June 1950 sanctioned the permanent retention with effect from 15th June 1950 of the posts of Regional Inspectors of Physical Education. A Government Memorandum, dated 5th December 1950, constituted the posts of Physical Directors in Government Colleges and Regional Inspectors of Physical Education into a combined category, consisting of Grades I and II.

The Regional Inspectors of Physical Education visited Secondary, Training, Special and Elementary schools and gave valuable guidance and instruction for the successful conduct of physical education activities. They also attended and organized District Athletic Association meetings, District Inter-school sports meets, conducted refresher courses for pupils under training and gave full co-operation and useful advice for the conduct of play festivals. They helped the managements in the selection of candidates for deputation to undergo training in the Y.M.C.A. College of Physical Education.

1948-49—Four Regional Inspectors of Physical Education inspected 225 schools and visited 191 schools.

1949-50—Four Regional Inspectors of Physical Education inspected 259 schools and visited 72 schools.

1950-51—Six Regional Inspectors of Physical Education inspected 340 schools and visited 204 schools.

During 1948-49, 792 teachers were given refresher courses by the Regional Inspectors of Physical Education.

With the co-operation of the General Inspectorate the specialists in the Physical Education Inspectorate strove hard to raise the standard of sports and games in schools.

Woman Specialist in Physical Education.—Government Memorandum No. 7849-47-A/14, Education, dated 4th May 1948, transferred the duties attached to the post of the Woman Specialist in Physical Education, Madras, to the Chief Inspector of Physical Education as a temporary measure. The post of Woman Specialist in Physical Education and Assistant to the Woman Specialist continued to be vacant for the rest of the quinquennium.

Government in G.O. No. 791, Education and Public Health, dated 21st March 1949, approved the proposal of the Director of Public Instruction that a committee may be constituted for preparing a separate syllabus in Physical Education for girls. The Committee met and did its work in 1949. The draft syllabus was submitted in 1949-50.

Physical efficiency tests for girls.—The Committee appointed to consider the revision of the Physical efficiency tests decided in April 1947 that the seven Physical efficiency tests then required to be entered in the S.S.L.C. and T.S.L.C. books should be reduced to three, viz.,

- | | | |
|---|-------|-------------|
| (1) Net ball throw for distance | .. .. | 7 throws |
| Pass mark, Form VI and Secondary T.S.L.C. | | 300 feet. |
| Elementary Training Students | .. .. | 290 feet. |
| (2) Rope skipping for distance | .. .. | 7 skips. |
| Pass mark, Form VI and Secondary T.S.L.C. | | 75 feet. |
| Elementary Training Students | .. .. | 70 feet. |
| (3) 50 metres run— | | |
| Pass mark, Form VI and Secondary T.S.L.C. | | 9 seconds. |
| Elementary Training Students | .. .. | 10 seconds. |

These tests are to be compulsory for all students. Results are to be entered in the record books.

A further addition was the grading of the tests for the three forms—

- | | | | | | |
|----------------------------------|-------|---------|----|--|-----|
| (1) Net ball throw for distance— | | | | | |
| | | | | | FT. |
| Pass mark | .. .. | V Form | .. | | 290 |
| Do. | .. .. | IV Form | .. | | 275 |
| (2) Rope skipping for distance— | | | | | |
| Pass mark | .. .. | V Form | .. | | 70 |
| Do. | .. .. | IV Form | .. | | 60 |

The registers to be used were laid down as two—(1) the attendance register and (2) the summary register.

The physical efficiency tests as revised above by the Special Committee, were circulated to the Inspectresses for guidance by the Director in his Proceedings Roc. No. 174-E-2/47, dated 23th November 1947.

Playground for children.—The problem of providing adequate playground for schools remained acute. There were a large number of institutions which had no playground or whose area was less than one acre in extent (1951-52 = 40,184 schools). Even a good number of those schools which had a playground, did not have sufficient play space. The rule requiring the provision of at least five acres of playground for high schools was not complied with in many cases. Due to the opening of more schools and the large increase in the strength of existing schools the position in respect of playgrounds as a whole continued to be unsatisfactory. Recognizing the evil of “all work and no play” in schools the Government’s decision to sanction small grants to schools under private and local board managements was very opportune.

In their Memorandum No. 23189-C-3, Education and Public Health, dated 17th July 1945, the Government directed local bodies and Collectors to lease out vacant lands available and suitable for use as playgrounds and to take requisite action to place them at the disposal of the schools concerned, after consulting the District Educational Officer or the Inspectresses, as the case may be. Further instructions in this matter were issued in Memorandum No. 30132-C 1-46-3, Education, dated 27th August 1946.

The question was further examined in consultation with the Board of Revenue. The Government accepted the recommendations of the Board of Revenue and ordered in G.O. Ms. No. 339, Revenue, dated 10th February 1947, as follows :—

(1) In every village where there is sufficient vacant land at the disposal of the Government, a suitable site should be reserved for purposes of school and playground.

(2) The selected site should be sufficiently near the residential area and should not be less than three acres in extent.

(3) Where practicable, the site for playground should be adjacent to the school site. In cases, however, where there is no open space adjoining the school premises, a detached plot of land should be reserved for playground, provided the selected site for playground is not too far away from the school premises.

(4) The Collectors should select the sites in consultation with the officers of the Education Department.

(5) The sites selected should be entered in the Prohibitory order book.

Physical training in elementary schools.—The lack of suitable play fields continued to act as a great handicap. Still, efforts were taken to promote physical education in Elementary schools.

A scheme of conducting "play festivals" in each area on an inter-school basis was introduced. This infused a new enthusiasm in the teachers and young children.

During the period under report the following committees were constituted for the examination of the various subjects relating to Physical Education in Secondary and Training Schools (Boys and Girls) :—

(1) The recommendations of the Sub-Committee of the Provincial Board on Physical Education constituted as per G.O. No. 184, Education, dated 24th January 1950, to include more self-defence activities in the syllabus have been accepted by the Board of Education.

(2) In accordance with the recommendations of the Physical Education Sub-Committee of the Board of Secondary Education, physical ability tests for boys and girls in Secondary schools have been introduced for the higher forms.

(3) The Expert Committee for the revision of syllabus for Physical Education in Secondary schools for boys has completed its work of revising the syllabus which has been approved by Government and adopted in all the schools in the State.

(4) The recommendations of the Government Committee on the reorganization of Physical Education in training institutions are still under consideration.

(5) The Expert Committee for preparing a separate syllabus of Physical Education for girls has almost completed its work and finalization is under progress.

To train a larger number of physical education teachers at the Y.M.C.A., College of Physical Education, Saidapet, Government have been pleased to sanction additional stipends and meet all the expenditure in relation to the training of 95 students as per G.Os. Ms. No. 1254, Education, dated 19th April 1950, and Ms. No. 2216, Education, dated 17th August 1951:

In order to provide suitable and adequate playground facilities to all schools under local bodies and aided managements Government had allotted the following amounts under various heads in the years indicated below :—

	1948-49.	1949-50.	1950-51.	1951-52.
	RS.	RS.	RS.	RS.
Playgrounds—				
Aided Secondary schools ..	26,101	25,000	25,000	25,000
Secondary schools under local board.	5,368	..	25,000	25,000
Aided Elementary schools ..	7,861	..	25,000	25,000
Elementary schools under local bodies.	..	..	25,000	25,000
Total ..	<u>39,330</u>	<u>25,000</u>	<u>1,00,000</u>	<u>1,00,000</u>

Training of teachers.—There has been a great dearth of qualified Physical Education teachers. The principle that there should be one Physical Education Instructor for every 250 pupils and one Physical Director if the strength exceeds 750 was not implemented in actual practice. As many as 628 boys' secondary schools and 126 girls' schools in 1951-52 did not have the full complement of trained teachers, and they had either unqualified Physical Training Instructors or no instructors at all. It is estimated that at least 1,000 more teachers would be required to fill up the existing vacancies.

To encourage Physical Education teachers, Government in their Order No. 1023, Education, dated 18th April 1951 permitted qualified Secondary Grade teachers in local board schools and aided schools who were also trained in Physical Education to be given a special pay Rs. 10 per annum in addition to their scale as long as they serve as Physical Training Instructors in Grade I.

Y.M.C.A. College of Physical Education.—The History of the Y.M.C.A. College of Physical Education is the history of Physical Education teachers in the State.

With the end of the quinquennium the Y.M.C.A. College of Physical Education completed its thirty-second year of service.

Students.—The number of students in the College during the period 1947-52 for the various courses was as follows:—

	1948-49.	1949-50.	1950-51.	1951-52.
1 Diploma—				
Men	27	12	12	15
Women	4	6	6	2
2 Higher Grade Certificate course—				
Men	51	51	33	49
Women	6	18	21	15
3 Lower Grade Certificate course—				
Men	40	80	144	182
Women	8	14	23	37
Total ..	136	182	238	300

Work of the College.—The College tried to meet the changing trends in educational procedure and incorporate into its methods some steps which seemed to be in the best interest of the young.

During 1948-49 the College applied for affiliation to the Madras University Diploma course, and in subsequent years students were admitted to the Diploma course.

In addition to the regular training work in the College, two short courses of three months' duration for 40 ex-service men

were conducted in 1949-50. After the training the ex-service-men were resettled in civil life as Physical Education teachers in schools. Three short courses each were conducted in 1950-51 and 1951-52.

A new emphasis came to be given at the College for indigenous physical activities.

In addition to "practice teaching" lessons, students visited a number of schools with a view to understand the problems and working of Physical Education in schools.

The College also served as a clearing house for problems on Physical Education referred to it by people from far and near. Technical advice on lay out and equipment of playgrounds, suggestions for courses of study, methods in tests and measurements in Physical Education, clarification and interpretation of rules of games and sports, were matters of routine for the College.

Women's Section.—The Government handed over to the College the full responsibility for training women students from 1947. Government also agreed to meet in full the salary of staff-members employed for this section.

G. Oriental Schools.

Office of the Inspector of Oriental Schools, Madras.—During the quinquennium under report, the office of the Inspector of Oriental Schools was held by Sri T. S. Balasubramania Iyer from 1st April 1947 to 31st March 1952.

The designation of the Superintendent of Sanskrit Schools, to be consistent with the nature of work turned out, was changed from 1947 as Inspector of Oriental Schools and Colleges, Madras. The word "Colleges" was subsequently deleted as he had no inspection of the instruction side of these colleges, though in matters of administration, enforcement of rules, admission to aid and recognition and the payment of grants, he was the only officer under the Director. With effect from 1st April 1950, the administration of all Oriental institutions in Arabic, Persian and Hindi were transferred to this office as per Director's Proceedings Roc. No. 579 D-7/49, dated 30th November 1949.

Number of institutions.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
<i>Sanskrit colleges—</i>					
For men	16	16	17	16	19
For women	2	2	2	2	2
Total	18	18	19	18	21
Tamil colleges	3	4	4	4	4
Arabic colleges	5	5	5	5	5

Number of institutions.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
<i>Advanced Sanskrit schools—</i>					
For boys	28	..	34	26	25
For girls	3	..	3	3	3
Total	31	39	37	29	28
Advanced Tamil schools ..	4	4	5	4	4
Arabic schools .. .. .	..	..	4	1	1
Hindi schools .. .. .	..	..	12	11	15
Sanskrit Elementary schools for boys and girls	27	27	26	25	24

Of the thirty Sanskrit colleges, one was under Government, one was under the management of the Tanjore District Board, twenty-four were aided and four unaided.

Number of scholars.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
<i>Colleges—</i>					
Number in Men's colleges ..	535	633	661	725	682
Number in Women's colleges ..	33	38	42	40	42
Number in Tamil colleges ..	186	146	251	242	274
Number in Arabic colleges ..	214	288	211	244	176

<i>Advanced schools—</i>					
Sanskrit schools for boys ..	1,878	..	1,668	1,929	1,888
Do. girls ..	300	..	270	277	241
Tamil schools	268	282	300	219	195
Arabic schools .. .. .	..	..	161	24	42
Hindi schools .. .. .	..	..	496	445	535
Sanskrit Elementary schools ..	1,114	..	1,167	1,099	1,100

Number of scholars shown in Tamil colleges and Sanskrit colleges include those in the section attached to the Annamalai University.

Teachers.—There was a dearth of qualified teachers in Oriental institutions. Unqualified teachers were employed in many institutions. The number of qualified and unqualified teachers as on 31st March 1952 was 492 men plus 25 women and 92 men plus 3 women respectively.

Results of the Sanskrit Entrance Examinations.

	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
1 Number of candidates examined for the Sanskrit Entrance Examination.	266	249	119	245	229
2 Number declared eligible ..	215	190	100	167	181

Policy with regard to Oriental schools.—Government in their Order No. 1929, Education, dated 16th July 1951, said that no new Sanskrit elementary school or advanced school need be recognized

in future. The existing 25 elementary schools will be allowed to continue as long as they satisfy the conditions for recognition and aid. The existing advanced schools should be remodelled on the pattern of the ordinary secondary school within a course of six years from Forms I to VI.

The pupils in the new type of Oriental schools are to sit for the S.S.L.C. Public Examination answering the same paper in English, Social Studies and Hindi (if chosen) and separate papers in the special Oriental language. In the special language, the standard reached at the end of the school course should be such as to render the pupils fit for joining the Intermediate Examination courses or the Oriental Title courses of the University. The existing advanced Sanskrit schools which provided for a four-year course after the Elementary stage have been given three years' time to convert themselves into schools of the new type, either at the high school level or the middle school level. Grants for the managements were raised to two-thirds of the net cost of maintenance.

Government proposed to give effect to the scheme from 1951-52, but in G.O. No. 2833, Education, dated 31st October 1951, Government accepted the proposal that the scheme may be given effect to from 1952-53.

Hindi schools.—There were twelve Hindi schools in 1949-50. It decreased by one in the next year and during the last year of the quinquennium, the number of Hindi schools increased to 15. The number of boys and girls studying in those schools increased from 445 in 1950-51 to 535 in 1951-52.

The following were the Hindi institutions in the State at the end of the five-year period under report:—

Hindi Visharad.

		For Boys.		Boys.	Girls.
1	Hindi Visharad and Pracharak Vidyalaya, Pamarru ..			56	22
2	Do. West Hill, Kozhikode.			28	6
3	Do. Bellary ..			22	8
4	Do. Kollanangudi			36	1
5	Do. Vinayashramam.			36	4
6	Do. Dandalur ..			18	12
7	Hindi Pravena Mardali, Tenali			27	8
8	Hindi Pracharak Vidyalaya, Chittoor			18	12
9	Do. Georgetown Madras ..			22	12
10	Do. Komaravalli			20	1
For Girls.					
11	Hindi Visharad Vidyalaya, Rajahmundry				26
12	Do. T. Nagar				39
Grand total ..				283	151

Pracharak.

For Boys.

			Boys.	Girls.
1	Hindi Pracharak Vidyalaya, Vijayavada	.. ..	36	3
2	Do.	Tennur, Tiruchirappalli	29	4
3	Do.	T. Nagar (for girls)	..	29
			—	—
	Grand total	..	65	36
			—	—

Government sanctioned the payment of stipends to private candidates undergoing Hindi Pracharak training at the Vidyalayas of the State. ^a The stipends were paid in ten monthly instalments of Rs. 18 each.

Special Institutions.

Reformatory schools.—The number of Borstal and Reformatory schools in the State during 1951–52 was nine.

The strength in these schools was 2,315 boys and 435 girls. The names of the schools were—

- 1 Junior Certified School, Bellary.
- 2 Do. Ranipet.
- 3 Do. Tanjore.
- 4 Do. Washermanpet.
- 5 Senior Certified School, Chingleput.
- 6 Borstal School, Palayamkottai.
- 7 Borstal School, Alipuram, Bellary.
- 8 Madras Children's Aid Society, Madras.
- 9 Lady Nye Certified School, Adyar.

There were a few other institutions in the State authorized to receive 'certified' children. There was no change in the system of education and industrial training in schools. The schools and the industrial and vocational sections worked satisfactorily.

The total expenditure on account of the certified schools for the calendar year 1951 was Rs. 11,99,700. The grants to private certified schools increased from Rs. 2,95,800 to Rs. 3,81,800.

H. Anglo-Indian and European Education.

1. *Office of the Inspector of Anglo-Indian Schools.*—During the quinquennium under report, the office of the Inspector of Anglo-Indian Schools was held by Mrs. A. Suares.

2. *Schools*.—The number of schools during 1947 and 1952 is furnished below :—

		High School.	Middle School.	Primary School.	Training School.	Total.
1947	..	37	23	12	3	75
1952	..	36	16	11	2	65

Six middle schools and seven primary schools were managed by the Central Government.

3. During the quinquennium, St. Francis Xavier School, Broadway, St. Theresa's Girls' High School, Cannanore, Sacred Heart Girls' High School, Villupuram and St. John De Britto's High School, Fort Cochin, were raised to the status of High schools. The two schools in Thangasseri were transferred to the Travancore-Cochin State from January 1950. Doveton Training School, Vepery, was closed. Nazareth Convent, Ootacamund, was withdrawn from the list of recognized schools. Lawrence School, Lovedale was transferred to the control of the Government of India. St. Hilda's High School, Ootacamund, was removed from the list of recognized High Schools. St. Anne's School was amalgamated with St. Aloysius' High School, Vepery, and St. Gabriel's School, with St. Joseph's Girls' High School, Coonoor. St. George's Cathedral School, Royapetta and St. Stephen's School, Pallavaram (Primary schools), were closed. Mountain Home School, Coonoor, was reduced from the status of a middle school to that of a primary school. Thus the total number of Anglo-Indian schools decreased from 75 in 1947 to 65 in 1952. During 1951-52, 34 Anglo-Indian schools had boarding homes attached to them. The number of boarders was 3,849.

Scholars.—Although the number of schools decreased, the strength in the schools increased from 13,238 on 31st March 1947 to 16,910 on 31st March 1952.

Out of the total number of 16,910 scholars in Anglo-Indian schools on 31st March 1952, 11,560 were studying in High schools, 4,094 in Middle schools, 1,197 in Primary schools and 50 in Training schools. One hundred and eighty-four Anglo-Indian and European pupils were studying in the Arts and Professional Colleges for Indians and 11,728 Anglo-Indian and European pupils were in the Indian schools on 31st March 1952.

Although these schools were intended primarily for Anglo-Indian children they were allowed to admit non-Anglo-Indian pupils up to 49 per cent and in special cases, the Director could sanction admission of non-Anglo-Indian pupils beyond this percentage. As a result of this, the number of non-Anglo-Indian pupils in Anglo-Indian schools has increased. The number of non-Anglo-Indian pupils as on 31st March 1952 was 6,532 as against 3,295 on 31st March 1947. The percentage of non-Anglo-Indian

pupils to the total number of pupils increased from 24·8 per cent to 40 per cent.

Teachers.—There was a dearth of qualified teachers in Anglo-Indian schools. Untrained teachers were employed in many schools. New agreement forms were prescribed for teachers employed in Anglo-Indian schools. The number of trained and untrained teachers as on 31st March 1952 was 753 and 86 respectively as against 717 and 142 respectively on 31st March 1947.

Change in syllabuses.—The syllabuses in Geography and Needle-work (High school) and Geography, Domestic Science and Needle-work (Middle school) were revised and approved by Government.

The study of regional languages or Hindi was made compulsory in all Anglo-Indian schools. Hindi was introduced as a compulsory third language in 18 High schools and provision was made for the introduction of the same in 15 middle schools and 11 primary schools. Bifurcated courses were also introduced in three high schools, viz., St. Mary's High School, G.T., Madras, St. Columban High School, G.T., Madras, and St. Patrick's High School, Adyar, Madras.

Introduction of the National Cadet Corps.—Seven Anglo-Indian schools were having National Cadet Corps Junior Division Units.

Audio-visual education.—Anglo-Indian schools were informed that Government had undertaken to supply 16 m.m. projectors (silent) to a certain number of schools which had surpluses in their Audio-visual Education Fund, that the schools had to pay for these projectors from out of this fund and that the levy of audio visual education fees would be subject to the condition that services were rendered according to the provisions of G.O. No. 659, Education, dated 20th March 1951.

The post of Lecturer in Domestic Science was abolished in 1947-48 and the centre attached to the post was closed down as a measure of economy. The two manual training centres at Madras and Ootacamund managed by the respective Assistant Manual Training Instructors and serving the Anglo-Indian schools for manual training in woodwork were abolished with effect from 1st January 1949. Thus all the special subject centres that existed for Anglo-Indian schools in the Province ceased to exist.

Code of Regulations for Anglo-Indian Schools and Grants.—The Anglo-Indian schools were governed by this special code and separate provision for grants to these schools was made in the educational budget. The school year was from January to December. Grants were paid on the same basis as in previous years. Article 337 of the Indian Constitution safeguards the interest of Anglo-Indian education. The average annual expenditure on Anglo-Indian education during the period was about 12·4 lakhs of rupees.

By the G.O. No. 1225, Education, dated 3rd May 1951, the standards in Anglo-Indian schools were renumbered. The old lower Kindergarten and upper Kindergarten were classified as standards I and II and thus standards from lower Kindergarten to standard IX became standards I to XI. The term " Kindergarten " wherever it occurred was deleted. All recognized schools were graded by the Department as primary, middle and high. The primary school was up to Standard VI, the middle school upto standard IX and the High school up to standard XI. The Middle School-Leaving Examination was held at the end of Standard IX and the High School-Leaving Certificate Examination at the end of Standard XI.

G.O. No. 3334, Education, dated 29th December 1948, amended the Code deleting the word " European " wherever it occurred. Articles 9, 11, 24, 69, 71, 81-A, 87, 119, 125, 131, 157, 166 of the Code of Regulations for Anglo-Indian Schools were amended during the period under report. The designation of the Inspectress of European and Anglo-Indian Schools, Madras, was changed into " Inspector of Anglo-Indian schools."

Examinations.—The Anglo-Indian schools presented candidates for the Anglo-Indian High and Middle school examinations during the years under report. Some of the schools presented candidates for the Cambridge examinations. The number of pupils who appeared for the High School and Middle School examinations were 576 and 838 respectively during 1951–52 of whom 498 and 730 were declared eligible, the percentage of passes being 86.5 and 87.1.

General.—The Anglo-Indian School-Leaving Certificate Board was reconstituted in 1947 and again in 1950.

The Madras State Board for Anglo-Indian Education was reconstituted in 1949 and again in 1952.

The Inter-State Board for Anglo-Indian Education met in 1949 at Madras and in 1952 at Ootacamund.

I. Boy scouts and girl guides.

Previous to the year 1950 the three organizations, the Boys Scout Association, the Hindustan Scout Association and the Girl Guides Association have been functioning independent of each other as separate organizations.

Even though they were doing very useful work in their respective organizations, a certain amount of rivalry existed, with the result a combined effort could not be made in the general interest of boys and girls in the State, so that they could be given the benefit of scouting and guiding in full. However an attempt was made for some years to see that the three organizations were amalgamated into one organization.

Madras gave a lead in the matter by organizing joint rallies and by forming a joint Board of Scout and Guide Organizations. This

body consisting of the representatives of the three organizations met from time to time to consider the ways and means of bringing these organizations together and ending the rivalry that had been introduced. Successful attempts were made to integrate the organizations and the lead given by Madras was taken up enthusiastically by the all-India bodies.

The merger was effected finally in 1950 and from then onwards the new Bharat Scouts and Guides started to function as one organization throughout the State, catering to both the sections, namely the Scouts and the Guides. During the final year of the quinquennium "The Bharat Scouts and Guides" worked as a single organization and efforts were made to give effect to the merger at the district and local association levels.

Miss Crowe, a representative of the World Committee of the Girl Scouts and Guides paid a visit to the State in November 1951. The National Headquarters deputed Pandit Sriram Bajpai, National Organizing Commissioner, Mr. G. T. J. Thaddaeus, Joint National Organizing Commissioner and Miss Asha, Joint National Organizing Commissioner for Guides, to visit the State during 1951-52.

The total number of cubs, scouts and rovers at the end of the year 1951-52 was 21,214, 13,053 and 1,926, respectively (total 36,193). The number of groups registered in 1951-52 was 1,273. Fifteen training camps for cub masters were held at which 428 were trained. The number of teachers' camps for scout masters was 3 and 84 were trained. The Scout and Guide Week was held from 1st to 9th October 1951.

Every year on an average over 500 men and women were trained as Scout Officers and Guide Officers to man the organization and for providing workers for new groups organized from time to time. The years 1951 and 1952 saw rapid progress in the movement, in the matter of efficiency, decentralization, provision of workers, and the establishment of a training team with Assistant Deputy Camp Chiefs and Deputy Camp Chiefs in charge of training work.

At the suggestion of the Government of Madras, decentralization was effected by locating the headquarters of Organizing Commissioners at the headquarters of the Divisional Inspectors of Schools so that the Organizing Commissioners could work in liaison with the Divisional Inspectors of Schools. This arrangement has worked well and greater progress and more intensive work have been the result.

The District and Local Associations have been reorganized on the new basis of the Aims, Policy, Rules and Organization issued by the National Headquarters.

A drive for first-class scouts has been introduced in two centres, for 300 boys in each centre and this is followed by the respective districts.

Rural work has been taken up at the suggestion of the Director of Rural Welfare.

All the Firka Development Officers have been trained as Commissioners and are authorized to act as Assistant District Commissioners in their respective firkas. The Grama Sevaks also have been given cub master's training.

The Guides were interested in social work and were useful on occasions like collecting funds for the U.N. Fund for children, the Red Cross Flag Day, and collecting old clothes for distribution in orphanages and children's homes. The criticism that social work done is of a nominal kind remained.

Scouts and Guides have been taking part during the time of famine, floods, and epidemics in bringing relief to the sufferers. It must be said that the work of the movement very largely depends upon the Scouters and Guiders who form the backbone of the movement. A good proportion of these Scouters and Guiders come from the teachers fraternity. Credit is therefore due to them for keeping the movement alive and progressive by faithfully carrying out the Scout programme of training tests, the methods of patrol system, court of honour, camping out, good turns, service projects and other useful scout activities.

Friendly contacts were maintained by the Association with the following organizations and institutions which had similar aims in view; the Guild of Service, Indian Conference of Social Work, Red Cross, Y.M.C.A. College of Physical Education, Y.M.C.A., Y.W.C.A., Y.M.I.A., S.P.C.A., Children's Aid Society, etc.

The amount of State grant received by the Association was Rs. 21,000 till the merger of the three organizations, after which the Association received Rs. 26,500. A special grant of Rs. 4,600 to meet the deficit, also was given for the year 1952 by the Government.

Camping was recognized as an accepted educational activity which plays an important part in the citizen making process. In camps boys and girls could be provided with opportunities to develop the democratic way of life. Camping also provides good recreation and a chance to learn several hobbies. Love for the outdoor is also created in youth. Therefore encouragement of camping was taken up as a new line of work. Schools were encouraged to organize camping under the new citizenship syllabus.

One of the handicaps to the effective development of camping programmes in schools and colleges for the benefit of students and scouts was the lack of accessible and suitable camping sites. Government in their G.O. No. 1949, Education, dated 5th September 1947, appointed a committee to go into the question of securing suitable camp sites and other details relating to the Scheme. The Committee submitted a report.

(J) National Cadet Corps.

Students in uniform for national emergency.—The National Cadet Corps created in 1948 is one of the best achievements of the quinquennium. There has been no dearth of volunteers to enter the ranks of these student builders of the nation in uniform.

By supplementing the education that the boys get in their schools, with military training the National Cadet Corps adds an important and new element to their training. Its special value lies in the fact that it does not cater to any particular profession or service, but lays firm foundations for a useful and healthy future. The National Cadet Corps does not aim merely at making soldiers of the boys it trains. Its aims are—

Firstly to develop character, comradeship and the ideal of service and capacity for leadership in young men. Secondly to provide training to young people so as to stimulate interest in the defence of the country. Thirdly, to build up a reserve of potential officers to enable the armed forces to expand rapidly in a national emergency. The scheme of National Cadet Corps came into full effect during 1949–50. It consists of two divisions, senior and junior. The recruitment to the former was made from among the students of the Universities and Colleges and to the latter from among the high school boys.

National Cadet Corps, Senior Division.—The Senior Division of the Corps was formed by converting the existing University Officers Training Corps contingents into units of the National Cadet Corps. There were 48 officers in the Senior Division, 254 Non-commissioned Officers and 1,075 ordinary cadets on 31st March 1950. One hundred and thirty-six cadets were put up for the B class certificates and 29 for the C class certificates, of whom 115 and 22 respectively came out successful.

Besides the Annamalai University, the number of colleges to which the units were attached was 13, making up 7 companies.

The Officers Commanding the Senior Division were officers of the Military department and their pay and allowances were borne by the Government of India. The cost of arms and ammunitions was also met by the Government of India. The expenditure on clothing and equipment and other charges were met from the State Funds.

The cadets of the Senior Division were paid a refreshment allowance of As. 4 per hour of training, washing and cleaning allowance of Rs. 2 per mensem and a mess allowance of Rs. 3 per day when in camp.

Two additional units were raised during 1951-52, viz., an Infantry unit at Palghat with an authorized strength of 4

officers and 154 cadets and the other, the Third Madras Air Squadron, National Cadet Corps, Meenambakkam. The first one met the pressing demand in the State for a unit on the West Coast which was not previously represented in the National Cadet Corps. Recruitment for the Air Squadron was thrown open to five colleges, viz., Pachiappa's College, Loyola College, Government Arts College and the Madras Christian College.

The second annual sports and rally was held at Madras on the 9th and 10th February 1952. About 360 cadets selected from all the units in the three States of Madras, Mysore and Travancore-Cochin took part in the sports. A contingent of one officer and 60 cadets was sent to take part in the Republic Day parade at Delhi on 26th January 1952.

During 1951-52 the National Cadet Corps Senior Division had 17 units with 56 officers and 1,367 cadets.

Junior Division.—Junior Division units were raised in 36 high schools in the State during July 1949. Though 22 troops (66 sub-units) were proposed to be raised, officers were commissioned to raise only 55 sub-units. One thousand five hundred and fifty cadets were enrolled.

During the succeeding year 1950-51, 63 High schools participated in the Junior Division. The total number of cadets increased to 3,540. One hundred and fifty-two cadets were awarded Part A-1 certificates out of 325 cadets examined.

During the year 1951-52, the total number of troops sanctioned for the State went up to 45 of which 43 were working with 125 officers. Thirteen officers were commissioned during the year after their pre-commission training.

Air-Force training.—Three officers were given Air Force training at Ambala in 1950-51 and Air Training introduced in their units, viz., Ramakrishna Mission High School, Doveton Corrie High School and St. Bedes High School. The officers of the Air Force Units came under the charge of the Officer Commanding the Third Madras Air Squadron, National Cadet Corps, Meenambakkam, from February 1952, and they were equipped with Airmoded goods sanctioned at a cost of Rs. 4,750.

Refresher training was conducted during the summer of 1951-52 for three weeks in which nearly 40 officers took part. Special training was given by the training team for the cadets in Part A-11 examination in the units at Masulipatnam, Tirunelveli, Palayamkottai and Tanjore.

Naval training.—Three officers (one each from the Hindu Theological High School, Christian College High School and Government Madrasa-i-Azam) completed naval training and this was introduced in six high schools during 1951-52. All the

naval cadets visited the I.N.S. ships in January 1952. With effect from 1952 only the Government Madrasa-i-Azam and the Christian College High School conducted Naval training. All officers in these schools have had the prescribed Naval training.

The strength and designation of the Junior Division units were changed as a result of representations of the State Government. According to the present arrangement which came into effect from July 1952 one troop (which previously comprised three sub-units of one officer and 30 cadets each) consists of one officer and 33 cadets. Accordingly 405 more cadets were enrolled without increasing the number of officers.

In 1951-52 there were 43 troops working with 125 officers and 3,900 cadets. Thirteen officers were commissioned during the year after their pre-commission training to fill up the vacant sub-units.

In 1952 the State Government also ordered the local supply of certain items of clothing (such as vest cotton, shoes, etc.). Previously these were obtained from Ordnance Depots and were too big for the boys.

Matters relating to the National Cadet Corps are discussed by the State Advisory Committee every quarter. The Minister for Education is the Chairman of the Committee, with the Secretary to Government, Director of Public Instruction, Circle Commander and other officials and non-officials as members. The Committee is constituted every year by the Government.

The National Cadet Corps officers are paid monthly allowance at the rate of Rs. 15 from July 1951.* Previously they were paid only Rs. 7-8-0 per mensem. Even though the rate of tiffin allowance allowed by Government is Rs. 4 per cadet per parade, managements of schools have been permitted to meet any additional expenditure from their games or union funds (Director's Proceedings Rc. No. 631-C-14/51, dated 18th August 1951). The annual camp training was conducted in six centres in 1950-51 and 85 officers and 1,590 cadets took part. During 1951-52 the annual camps were conducted in six centres in October and for the Anglo-Indian schools at three centres in December 1951. With the exception of certain sub-units which started functioning last year and very few schools, all other units participated in the camps and their camp life should have taught them the way of life in the army. The number of officers and cadets that attended the camps during 1951-52 were 92 and 2,582 respectively. Nine hundred and eighty-six cadets received Part A-1 certificates and 231 Part A-2 certificates.

The expenditure on camp training for the Junior Division cadets amounted to nearly Rs. 1.36 lakhs which was met by the State Government.

* G.O. No. 2056, Education, dated 30th July 1951.

All the National Cadet Corps troops were under the command of the Liaison Officer, an Army Officer with a Captain's rank who was appointed by the Government of India and accommodated in the Office of the Director of Public Instruction. He issued instructions to the schools participating in the National Cadet Corps, conducted training courses, etc.

An additional Liaison Officer appointed in September 1950 looked after the Air Units in the State and the Units in the States of Mysore, Travancore-Cochin and Coorg.

A training team of one J.C.O. and six N.C.O.'s was attached to help the National Cadet Corps Officers in conducting the training. A similar training team was attached to the additional Liaison Officer also.

A motor truck was allotted to the Liaison Officer by the Defence Department. Its running expenditure was met by the State Government.

The pay and allowances of the Liaison Officer were borne by the Government of India as also the cost of arms and ammunition. The expenditure on the training of unit officers and cadets and their maintenance and on the supply of clothing and equipment was met from the State Funds. The expenditure on the National Cadet Corps Junior Division training during 1950-51 was Rs. 3,38,500 and in 1951-52 it was Rs. 1.36 lakhs.

National Cadet Corps was reorganized and the Junior Division units in schools were brought under the Officers Commanding the Senior Division units stationed in various centres in the State. This brought into closer contact the units concerned with the Officers Commanding a State which was not possible under one or two Liaison Officers.

A demonstration of cadets from selected schools in the city was held in the Teachers' College during January 1952 when the State Educational Exhibition was held.

The aims of the National Cadet Corps being laudable and the activities of the units functioning popular, most schools were eager to raise troops. As the Government ordered preferential treatment to be given to candidates (applying for appointment in public service) who have had N.C.C. training, all boys were eager to get this training. The training under experienced Military officers helped the pupils to develop their character and powers of leadership.

As an organization the National Cadet Corps has set itself the task of doing service to the country, the full benefits of which will perhaps be appreciated only after some years. This organization is proving its great importance and bearing on the future of the country. Its success will depend on the keenness of youth and the help and co-operation it receives. It augurs well for its future that so far both the youth and the rest of the State have shown for the National Cadet Corps the enthusiasm it deserves.

(K) Extra-curricular activities.

Junior Red Cross.—The Junior Red Cross, the Children's Branch of the Red Cross, continued as an activity in schools. The movement is non-official, non-political and non-sectarian. Its educational value cannot be over estimated and its introduction in all schools is very desirable because school-life is being increasingly looked upon, as a preparation for a broader humanitarian citizenship. Its aims are briefly (i) promotion of health, (ii) service to others and (iii) fostering of world friendliness. These aims are not only taught but put in daily practice. It has been found that if Junior Red Cross activities are intelligently and happily blended with class activities, they offer much scope for social relationships and provide ample opportunities for not merely learning the essentials of citizenship but actually practising them by actively participating in the life of the school community.

The "Madras Junior," a quarterly journal published by the Madras State Branch, was intended for the Juniors, Counsellors and District branches. It was issued free to all the registered groups. With a view to set up an efficient standard, competitions were conducted in essay writing, and prizes were awarded. Exhibits prepared by the Juniors were sent to several International exhibitions and some of the exhibits sent from the State Branch were awarded cash prizes. Juniors of other countries exchanged with Madras, albums or portfolios as means of International Correspondence. Besides there were gifts of various kinds from the children of other countries to the Madras Branch as a gesture of good-will and friendship.

Teachers who did the work of Counsellors were given regular training in accordance with a syllabus prepared by the State Branch and approved by the Director of Public Instruction. This training was recognized by the Government as a qualification in craft. There were 3,097 trained Counsellors in the State.

The fee for registering a group in an Elementary or Higher Elementary school was one rupee per annum and that for all other schools including Colleges was Rs. 2. The number of groups registered in the quinquennium was as shown below :—

1948	..	..	..	..	..	3,354
1949	..	..	..	..	..	2,964
1950	..	..	..	..	..	2,455
1951	..	..	..	..	..	2,793
1952	..	..	..	..	..	2,937

The number of children enrolled during the year 1952 was 106,242.

Reorganization of the working of the Junior Red Cross groups was effectively carried out with the co-operation of the Education Department and the work of the Junior Red Cross co-ordinated

with the Citizenship Training Programme obtaining in schools. An important reform introduced in 1950-51 was the creation of the post of Honorary Director of Junior Red Cross and this was filled by the appointment of Sri T. P. Santhanakrishna Naidu, the then Deputy Director of Public Instruction. The object of this appointment was to achieve integration and co-ordination. New Junior Red Cross Committees were formed in Madras and the Districts with the District Educational Officers as Chairmen and this brought the benefits of the movement within reach of every school throughout the State. During the last year of the quinquennium also the Director of Public Instruction continued to be the Chairman of the State Junior Red Cross Sub-Committee. Special mention has to be made of the Secretary-General's visit to this State with Mr. Paul Hyer, representative of the League of Red Cross Societies in 1949-50. Though the quinquennium noticed expansion in the very useful activities of the Junior Red Cross, there is still room for expansion with the co-operation of the Education Department. It is to be noted that no financial or other aid was received from the State during the quinquennium by the Junior Red Cross.

(L) School Meals.

1. *Discontinuance of the scheme in compulsory areas.*—The system of providing free midday meals to poor pupils reading in the Elementary schools in the compulsory areas was discontinued with effect from 1st April 1947 as a measure of retrenchment.

2. *Free midday meals—(a) In the Harijan Welfare Department schools.*—The system of supply of free midday meals to pupils of eligible communities in the Labour Department was first introduced in eight schools in 1941-42. It was subsequently extended to all the Labour schools (now called Harijan Welfare Department schools) and continued throughout the quinquennium. The Harijan Welfare Department arranged for the supply of meals in 1,279 Elementary schools during 1951-52. The number of Harijan pupils fed under the scheme increased from 71,541 in 1946-47 to 81,805 pupils in 1951-52 and the total expenditure incurred on the supply of midday meals to these pupils from Rs. 10½ lakhs to Rs. 18.00 lakhs.

The health and attendance of pupils in the Harijan Welfare Department schools improved as the result of the supply of midday meals. Midday meals were either supplied through contractors or headmasters. The contractors were supplying meals at the rate of one anna and nine pies per meal fixed by Government. There was a general complaint from the Collectors that contractors were unwilling to take up or renew contracts for the supply of meals at the rate of 1 anna 9 pies per meal fixed by Government. Consequently the rate of midday meals was raised from As. 1-9 to As. 2-6 in August 1950. The scale of food

allowed per child was 6 oz. of rice or 4 oz. of wheat, dhall $1\frac{1}{2}$ oz., vegetable oil $\frac{1}{3}$ oz., and vegetables 3 oz.

(b) *In the Madras Corporation schools.*—The Madras Corporation also provided free midday meals to poor children reading in Elementary schools. During 1951–52 this was done in 136 Corporation schools and 8,000 pupils were fed. About 13 per cent of the total number of children attending these schools had the benefit of these midday meals and the basis for selection was malnutrition and poverty.

Free milk was also distributed to 18,396 pupils in the Corporation schools during 1951–52.

(M) *School Medical Services.*

1. *Medical inspection in colleges.*—Under the University regulations, all the students in the first and the third University classes in Arts Colleges had to be medically examined and a report furnished to the University. This does not provide for a follow up programme or for medical attendance in needy cases.

To meet these requirements, Government have introduced a scheme of medical attendance for students in the following 9 Government Arts Colleges (G.O. No. 3048, Education, dated 15th November 1950):—

1. Presidency College, Madras.
2. Government Arts College, Madras.
3. Do. Rajahmundry.
4. Do. Anantapur.
5. Do. Kumbakonam.
6. Do. Coimbatore.
7. Government Victoria College, Palghat.
8. Government Brennen College, Tellicherry.
9. Government College, Mangalore.

This scheme was brought into operation from the academic year 1951–52.

A part-time medical officer (a registered medical practitioner) holding a degree in medicine, on a pay of Rs. 100 per mensem was in charge of the clinic attached to the respective colleges and attended daily to the medical needs of the students. He was assisted by a full-time compounder and a servant. Eight medical officers were appointed as temporary part-time medical officers in the Government Arts Colleges on a remuneration of Rs. 100 per mensem.

Simple medicines and drugs were stocked in the clinic itself and administered to the students free of cost. The medical officers also advised the students or their parents of any serious

disease detected in the course of their daily attendance or at the periodical examinations.

Pending the construction of suitable buildings for locating the clinics, by the Public Works Department, the clinics were located in a part of the College building itself and the work was carried on.

2. *Medical inspection of Secondary schools.*—In regard to Secondary schools it was open to managements to levy a special fee for the purpose and conduct a medical examination. Some secondary schools had medical inspection under this scheme.

3. *Medical inspection in Elementary schools.*—No provision was made for the medical inspection of children in Elementary schools, except in the case of the Madras Corporation. There were four medical inspectors and three medical inspectresses for the Madras Corporation schools.

Minor ailments were treated at the school premises by the medical inspectors with the help of first aid trained teachers available in the schools. Cases requiring institutional treatment were sent to Government hospitals with advisory cards. Children suffering from leprosy were taken in the ambulance van to the skin clinics and taken back to the schools after treatment. 38 per cent of the total number of children on roll were examined during the year 1951-52.

N. Libraries.

The total number of libraries which was only 1,544 at the end of the last quinquennium rose to 2,892 in 1951-52. Total number of books and journals available rose from 1,135,223 to 4,598,004. Total expenditure from all sources during 1951-52 was Rs. 6,25,531. Libraries maintained by private bodies, municipalities, district boards and grama sangams were paid grants by the Government.

The increase in the number of libraries and the marked increase in the number of persons using them indicated the growing popularity of public libraries in the State. The inspection of the libraries was as usual conducted by the officers of the Educational Department.

—	1946-47.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total number of institutions.	1,544	1,619	1,681	1,580	2,515	2,840
Registered libraries under private managements.	235	232	247	358	844	974
Government libraries ..	1	2	2	99	267	308
District board and panchayat libraries.	1,159	1,209	1,247	283	1,260	1,453
Municipal libraries ..	102	71	80	(49) 62	144	167
Co-operative societies libraries.	47	46	75	..	..	..
Private managements ..	..	291	275	487	844	574
Total number of books and journals available in the libraries.	1,135,233	1,210,804	1,264,094	1,812,043	4,401,184	4,598,004
Number of persons who made use of these libraries.	3,966,202	3,726,470	3,909,324	116,193,700	9,843,750	17,400,499

QUINQUENNIAL REVIEW ON THE

—	1946-47.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	RS.	RS.	RS.	RS.	RS.	RS.
Total expenditure—						
(a) From Provincial funds.	76,098	71,480	1,05,481	8,995	19,510	1,45,077
(b) From local board funds.	1,22,131	1,61,475	1,70,728	1,80,975	3,20,112	1,91,798
(c) From private funds.	6,26,188	2,49,814	92,129	1,65,212	1,92,333	2,10,707
Total ..	8,24,417	4,82,769	3,68,338	3,55,182	5,31,955 *	5,47,582

* Includes reading rooms expenditure.

Public Libraries Act.—The role of the Library movement in the task of preventing literate masses from lapsing into illiteracy and the primary duty of public libraries to educate and enlighten the masses to fulfil their important role in our independent democracy were recognized fully during the quinquennium. The Madras Government may well take pride in having realized the need for a widespread library system and in having been the first State Government in the Union to have passed an Act, for the purpose. The Madras Public Libraries Act, 1948 and the rules framed thereunder came into force from 1st April 1950. The object of the Act is to organize a net work of main and branch libraries in each district and stock them with suitable books which will cover all aspects of life and which will be accessible to the common literate man as well as to the children leaving school and also school-going children.

In pursuance of the Act, a Local Library Authority for each of the twenty-six revenue districts, was constituted, before the end of the quinquennium, for the purpose of organizing and administering public libraries. Each Local Library Authority had to formulate a scheme of library service by establishing a main library at the headquarters and opening branches in the several taluk centres with delivery stations attached to them. The Director of Public Instruction who was the ex-officio Director of Public Libraries, assisted by the Special Officer for Libraries in the State was functioning in conformity with the provisions of the Act. There was also the State Library Committee of which the Minister for Education was the President, to give such guidance as may be necessary for the efficient working of the Act.

The Local Library Authorities derive their income from the library cess of six pies per rupee collected by local bodies. This cess is a surcharge on the property tax or house tax levied in such areas. The State Government contributes to each Local Library Authority, except the Local Library Authority in the City of Madras, a grant equal to the money realized by way of library cess. District Central Libraries have been opened in all districts except Madras, Nilgiris and Salem. Government sanctioned Rs. 2,71,703 as contributions to Local Library Authorities during 1951-52.

The Connemara Public Library.—The usefulness of the Connemara Public Library continued to be appreciated by the public. It was declared as the Central Library with effect from 1st April 1950 under the Madras Public Libraries Act of 1948. The total number of books in the Library was 75,734 at the end of year 1951-52. The number of new periodicals subscribed for was 29. Apart from periodicals the number of new books added during the five years was 1,186, 1,611, 819, 78; and 1,178, thus making a total of 5,578 books. New books purchased included books in Tamil Telugu, Kannada and Malayalam apart from books in English.

More than two hundred Institutions abroad and in India were sending their journals in exchange for the Madras Government Museum Bulletins.

Expenditure.—The expenditure and receipts of the Library during the five years are given below:—

Year.				Expenditure.	Receipts.
				RS.	RS.
1947-48	..	..	..	42,770	495
1948-49	..	..	..	47,076	422
1949-50	..	..	..	46,796	509
1950-51	..	..	..	47,228	521
1951-52	..	..	..	46,333	527

Government sanctioned an expenditure of Rs. 1,03,000 in 1950 for provision of a teakwood boarded floor above the existing floor level with a view to find greater accommodation for the increasing arrivals of books and periodicals and for giving greater facilities to the reading public. The work was completed in 1952.

Use made of the Library.—The number of readers who visited the library increased from 59,515 in 1946-47 to 79,658 in 1951-52. Similarly the number of volumes consulted increased from 178,545 to 183,523 and the number of volumes borrowed from 50,074 to 55,500. The number of visitors, books consulted and books borrowed is given below:—

Year.				Number of visitors.	Number of volumes consulted.	Number of books borrowed.
1947-48	..	..	..	68,780	206,340	52,454
1948-49	..	..	..	76,841	176,950	53,573
1949-50	..	..	..	81,696	184,122	60,966
1950-51	..	..	..	81,774	183,645	59,877
1951-52	..	..	..	79,658	183,523	5,500

The number of new depositors was—

1947-48	..	..	..	..	..	457
1948-49	..	..	..	..	..	451
1949-50	..	..	..	..	..	466
1950-51	..	..	..	..	..	379
1951-52	..	..	..	..	..	354

The total number of depositors at the end of 1951-52 was 2,364. One mufassal library was affiliated to this Library during the period.

The Government Oriental Manuscripts Library, Madras.—The post of the Curator was held by Sri Syed Fazlullah and Sri T. Chandrasekaran successively during the quinquennium. There were Assistant Librarians for Sanskrit, Islamic languages, Tamil and Telugu.

Acquisition of manuscripts.—Vigorous efforts were made during the quinquennium for the acquisition of manuscripts. Appeals and notifications were published in leading newspapers and journals in Tamil, Telugu and Malayalam, requesting the owners of manuscripts willing to sell, lend or present their manuscripts to correspond with the Curator. As a result, a large number of manuscripts was added to the stock as follows during the period under report.

Language.	Presentation.	Purchase.	Transcription.	Restoration.	Total.
Sanskrit	2,312	595	141	162	3,210
Tamil	705	363	77	483	1,628
Telugu	151	26	9	6	252
Kannada	14	13	15	179	224
Malayalam	28	129	1	63	235
	<u>3,252</u>	<u>1,142</u>	<u>317</u>	<u>959</u>	<u>5,670</u>

Preservation of manuscripts—Mending and binding.—Manuscripts and printed books were treated with special oils, chemicals, etc., and by fumigation. Crystals of para-di-benzene were placed in book racks and manuscripts and printed books were sprayed with para-nitro-phenol to prevent decay. A binding and mending section was newly opened in the library. One thousand five hundred manuscripts and books were bound and 9,498 folios of damaged papers and manuscripts were mended during this period.

Publication of bulletin.—In G.O. Ms. No. 2,550, Education, dated 28th November 1948, Government sanctioned the publication of a multi-lingual half-yearly Bulletin containing small works in Sanskrit, Tamil, Telugu, Kannada, Malayalam, Marathi and Islamic languages and five volumes of two numbers each have been published so far.

Publication of manuscripts under the Madras Government Oriental Series and the Madras Government Oriental Manuscripts Series.—In Government Memorandum No. 34913/4-G. 10, Education, dated 4th April 1949, Government launched a scheme for

the publication of rare manuscripts in various languages bearing on Philosophy, Medicine, Science, etc., and appointed an Expert Committee for selection of suitable manuscripts for publication. Eleven works in Sanskrit, 13 in Tamil, 9 in Telugu, 8 in Kannada, 12 in Malayalam and 4 in Islamic languages were published under this series.

The publication of manuscripts under Madras Government Oriental Manuscripts series was revived and one work in Sanskrit 4 in Tamil, 2 in Telugu, 1 in Kannada and 2 in Malayalam were published during the period under report.

Cataloguing of manuscripts.—Descriptive catalogue, volumes 30 and 31 and Triennial catalogue, Volume X (a) in Sanskrit were printed. In Tamil, Descriptive catalogue, Volume 7, Triennial catalogue, Volumes 8 and 9—Alphabetical index, Volumes 2 and 3 and the author index, Volume I, were printed. Descriptive catalogue, Volumes 10, 11, 12 and 13 and Triennial catalogue, Volume 6 in Telugu Descriptive catalogue, Volume 5 in Kannada, Descriptive catalogue, Volume 2 in Malayalam, Descriptive catalogue, Volume 2 in Islamic languages and Alphabetical index in Marathi were printed and published. The cataloguing in all the languages is in progress.

Visitors to the Library and books and manuscripts consulted.—The number of visitors to the library and the number of books and manuscripts consulted by them was as follows:—

Year.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.	Total.
Visitors	3,054	2,952	4,149	2,714	4,664	17,523
Manuscripts and books consulted ..	4,538	4,430	5,319	4,782	4,736	23,805

Five hundred and sixteen books and manuscripts were also given on loan to scholars.

Supply of transcriptions.—Transcripts of manuscripts were supplied to various scholars and institutions engaged in research work. Of the manuscripts supplied 127 were in Sanskrit, 14 in Telugu, 7 in Tamil, 2 in Kannada, 1 in Malayalam and 3 in Marathi. Arrangements were also made to supply microfilm copies of manuscripts to scholars in and out of India and facilities were given to representatives of learned institutions to microfilm manuscripts within the premises of the library.

Use of school libraries by the public—

	1946-47.	1947-48.	1948-49.	1949-50.	1950-51.	1951-52.
Number of school libraries attached to Secondary and Training schools which were thrown open to the public	148	177	207	213	201	286
Number of volumes used	16,162	16,952	20,382	27,151	31,133	28,983
Number of persons who made use of libraries	7,405	4,593	4,282	6,686	4,010	3,848

The number of elementary schools which had their libraries thrown open to the public in 1951-52 was 2,151, the number of persons who made use was 9,460 and the number of volumes consulted 24,143. But many of the officers reported that the scheme was not meeting with good response obviously for the reasons that the school libraries contained books useful only for school use and not to the adults, that there was no suitable accommodation, that the prescribed hours were not suitable and that there were other public libraries in the vicinity containing books on various subjects.

Madras Children's Library.—This is a new line of work started in the quinquennium. This unique institution situated in the compound of the office of the Director of Public Instruction is the first of its kind in India. It started functioning on 22nd November 1950. One of the objectives of organizing the children's library containing books of special merit and excellence produced in foreign countries was to enable local publishers to bring out suitable books for children in the different languages of the State.

To start with, the library possessed 583 volumes of which 453 were English books, 93 Tamil books, 21 Telugu books and 20 Kannada books. By the end of the Quinquennium the total number of books in the library increased to 3,150. The British Council gave the library a large collection of children's books in March 1951 as a semi-permanent loan. The U.S.I.S. presented as a gift a very fine collection of children's books, consisting of 250 volumes in November 1951.

The library is open to all children between the ages 4 and 14. The library is made accessible to school children and their reactions to various types of books are studied. With the co-operation of the local Inspecting Officers of the Corporation, Education Department and the Headmasters of schools, batches of pupils from nearby schools were taken to the library. Special programmes were arranged for the school children. Film shows relating to health, hygiene, nature study, social education, etc., were shown to the children. Programmes of story telling and other useful talks were also given. Selected pictures of topical and artistic interest were exhibited for the enjoyment and enlightenment of children. After some time this kind of sponsored visits to the library were given up as the children had begun to appreciate the facilities provided for them and visit the library of their own accord.

The original hours of work were from 7-30 a.m. to 10 a.m. and 3 p.m. to 6 p.m. Later the time was changed to 1 to 6 p.m. Friday was the weekly holiday. The number of children who visited the Library from 22nd November 1950 to 31st March 1951 was 4,233 and during 1951-52 it was 13,066. Lending service for home reading was started on 1st September 1951. The number of enrolled members was 250 and the total number of books issued during the year 1951-52 was 5,457. The first anniversary

of the children's library was celebrated on 30th November 1951 under the presidency of the Hon'ble Sri P. S. Kumaraswami Raja, the then Chief Minister to the Government of Madras.

Children's book week.—The South India Teachers Union organized a "Children's Art and Book Week" in March 1949. An exhibition of books suitable for children's pleasure reading and specimens of painting done by children of many lands was also arranged during the week, besides lectures on subjects like "Art in Education," "Library science for children, etc."

(O) *Facilities for the education of refugee students.*

Under the scheme of financial assistance sponsored by the Government of India in 1948, the Madras Government have been giving loans to displaced students from Pakistan.

The Government placed at the disposal of the Director the unspent balance of Rs. 55,806 from the "Prime Minister Nehru National Relief Fund" for utilizing it in giving financial assistance to deserving indigent displaced children from Pakistan, with a view to enable them to prosecute their studies. Several displaced students reading in the Medical Engineering, and Arts Colleges were granted loans annually on an average up to Rs. 1,200 per student.

Displaced students from Pakistan reading in high school classes were also assisted by way of an allowance for books and exemption from payment of tuition, special and examination fees. Others reading in the lower classes were assisted from the Prime Minister's National Relief Fund. Financial assistance to deserving displaced students from Burma and Hyderabad was also given from this fund.

During the year 1949-50 as many as 26 students reading in colleges, 52 reading in Secondary schools and 52 reading in Elementary schools were helped in this manner. A few have completed their courses of study and have been settled in life.

During 1950 the Government of India introduced a revised scheme of financial assistance for the education of displaced students from Pakistan (G.O No. 1878, Education, dated 27th June 1950). According to this scheme, displaced students in colleges who were in receipt of the recoverable loans under the old scheme were allowed to opt for the non-recoverable stipends under this revised scheme. Newly admitted displaced students were however eligible only for the 'stipends'. Displaced students reading in High schools were provided with "Freeships" for their education and in addition a cash grant of Rs. 45 per annum per pupil for the purchase of books, etc., was allowed. "Recoverable" loans amounting to Rs. 23,142-10-0 were granted. A sum of Rs. 261 was granted as "stipends" during 1950-51. Seventeen displaced students in colleges were in receipt of loans and five were in receipt of stipends during the year.

During 1951-52 eleven students reading in colleges were paid recoverable loans amounting to Rs. 95,991 while 18 were in receipt of stipends amounting to Rs. 8,962. A sum of Rs. 1,847 was sanctioned as freeships and cash grants to refugee students studying in secondary schools.

P. Indian Students abroad.

Please see Chapter XII.

Q. Scholarships, Stipends, Endowments, etc.

During 1951-52, 14,602 Government scholarships were awarded in the High schools. The amount of expenditure incurred on the Government scholarships in the secondary schools was Rs. 6,46,407. The number of scholarships awarded by the managements of aided Secondary Schools was 3,457 and the amount incurred was Rs. 1,11,372.

Pupil teachers under training were paid monthly stipends at the rate of Rs. 12 per mensem and Rs. 18 per mensem for the Elementary and Secondary grade respectively. The total amount of stipends paid to the pupil teachers in the Training schools during 1951-52 was Rs. 35,80,910 Stipends of Rs. 6 per mensem were paid to students in the high schools taking up teaching practice under the bifurcated course of studies.

A stipend of Rs. 22-8-0 per mensem was paid to teachers undergoing training in Adult education methods in the Adult training schools.

The value of the post-graduate scholarships in Sanskrit was increased from Rs. 30 to Rs. 60 per mensem and the number reduced from 6 to 3. (a)

The number of residential scholarships for Mappilla girls in the Government Secondary School for Mappilla Girls, Tirur, was reduced from 150 to 60 and the value of the scholarship enhanced to Rs. 18 per mensem.

The number and value of the residential scholarships intended for Hindu and Muslim unmarried girls studying in recognized schools were modified (b) as indicated below :—

Scholarships for unmarried Hindu Girls.	Number reduced from 29 to 13.	Value increased from Rs. 8 to 18.
Scholarships for unmarried Muslim Girls.	7 to 3	Do.

The increase in the value of the scholarships took effect from 1951-52.

(a) G.O. No. 443, Education, dated 17th July 1950.

(b) G.O. No. 2396, Education, dated 8th September 1951.

Scholarships and Free places.—Instruction was free in elementary schools under public management but it was open to private managements to levy such rates of fees as they deemed fit in their schools.

Girls who were certified too poor to pay fees, were admitted free in all schools and managements were compensated by Government.

Harijan pupils in primary schools under private management are to be given full fee concessions for a period of ten years from 1949-50 irrespective of the income limit of the parents of the pupils. Here also the managements are compensated for the loss of fee income foregone.

In addition, the Education Department awarded every year 64 scholarships tenable, for ten months in a year, of a monthly value of Rs. 2 in Standard VI and Rs. 2½ in Standard VII and Rs. 3 in Standard VIII.

Harijan Welfare Department also awarded scholarships.

In G.O. No. 1095, Education, dated 24th April 1951, Government directed that full fee concessions admissible under rule 92 of the Madras Educational Rules to Harijan pupils be granted with effect from 1951-52 to children in all orphanages in the State who have lost both their parents and whose community is difficult to ascertain, provided that destitution certificate under rule 63 of the Madras Grant-in-aid Code is produced in their behalf.

Free education to children of women teachers in Government Educational institutions:—

In G.O. No. 2139, Education, dated 8th August 1951, the Government partially modified the orders in paragraph 1 (3) of the G.O. No. 1265, Home (Education), dated 4th October 1917, and directed, that in view of the high cost of living, the concession of free education to children of women teachers in schools in all grades under the direct control of Government be extended in the case of women teachers drawing not more than Rs. 100 per mensem and to teachers who are widows, in receipt of a pay not exceeding Rs. 125 per mensem.

Educational concessions to children and dependants of ex-army men—Nature of concessions awarded—

- | | |
|---------------------------------|--|
| (1) Tuition fees | { G.O. No. 610, dated 20th April 1945,
G.O. No. 1879, dated 27th June 1950.
G.O. No. 2504, dated 18th September
1951. |
| (2) Special fees | |
| (3) Book allowance | |
| (4) Refund of Examination fees. | G.O. No. 2504, dated 18th
September 1951 and
G.O. No. 3271, dated
20th December 1951. |

(5) Boarding charges..G.O. No. 1878, dated 26th April 1946, or

(6) Scholarships ..G.O. No. 886, dated 26th April 1946. Concessions sanctioned under G.O. No. 610, Education, dated 20th April 1945, are from the State funds while the concessions sanctioned under the other Government Orders are from the Post-War Services Reconstruction Fund.

Under G.O. No. 610, Education, dated 20th April 1945, concessions were granted during the quinquennium to the children and dependants of Defence personnel and ex-servicemen who were pupils of recognized institutions in this State and who had not completed a particular stage of education, which they were undergoing at the beginning of the academic year 1949-50. Children and dependants of personnel who were killed or incapacitated as a result of war service were sanctioned the concessions until their education was completed.

Conditions for grant of concessions.—In all cases, the soldiers or ex-armymen should have had at least six months approved military service between 3rd September 1939 and 31st August 1946. Ex-service personnel, whose salary including allowances while in military service exceeded Rs. 200 per mensem, are not eligible for the concession. Claims should be supported by the Certificates issued by the District Soldiers and Sailors' Association Boards or Officers Commanding and poverty certificates.

G.O. No. 1878, Education, dated 27th June 1950, sanctioned a scheme of educational concessions to the children and dependants of soldiers and ex-service personnel from the Post-War Services Reconstruction Fund.

These concessions were introduced for the benefit of children and dependants of Madrasi-serving soldiers and Madrasi ex-service personnel who rendered service during the Second World War. Concessions were to be granted only to deserving casts. Applications were to be from candidates who applied for the first time besides those received for renewal after finishing a particular stage in their education during 1949-50 and subsequent years under G.O. No. 2230, Education, dated 11th July 1949.

Book allowance.—An allowance to each student for the purchase of books, etc., on the following scale is given to those eligible for educational concessions :—

Elementary schools—

Lower Elementary schools (Standards I to V)—Rs. 5.

Higher Elementary schools (Standards VI to VIII)—Rs. 10.

Secondary schools—

Primary Department (Classes I to V)—Rs. 5.

Middle School Forms (Forms I to III)—Rs. 10.

High School Forms (Forms IV to VI)—Rs. 20.

Arts Colleges—

Intermediate Course—Rs. 40.

Degree Course—Rs. 50.

The Post-War Services Reconstruction Fund Committee formulated a ten-year scheme for meeting the expenditure from its funds and it was approved by the Government during 1950-51. Under the scheme students who became ineligible for educational concessions consequent on the issue of G.O. No. 2230, Education, dated 11th July 1949, were granted educational concessions. Children and dependants of soldiers who appeared for Government or University Examinations as private candidates were granted refund of examination fees under certain conditions. Children and dependants of soldiers who were killed or permanently incapacitated due to war service were granted scholarships in addition to other educational concessions. Boarding charges to cover the actual expenditure subject to a maximum of Rs. 40 per mensem (G.O. No. 1879, Education, dated 27th June 1950) were also sanctioned under certain conditions to children and dependants of soldiers who were granted educational concessions. Young wives and widows who have passed Form I or II or Standard VI or VII and who desired to become teachers were admitted into secondary schools or Higher Elementary schools so that they could complete Form III or pass the E.S.L.C. examination as the case may be. Candidates thus admitted were exempted from the payment of tuition and special fees and also the examination fee, if any. They were given a scholarship of Rs. 14 per mensem and a book allowance of Rs. 10.

Courses of shortened training in Physical Training were organized for ex-army men in the Y.M.C.A. College of Physical Education, Saidapet, during the quinquennium. Number of persons benefited by the award of war educational concessions :—

	Colleges,	A.I. schools,	Secondary schools,	Elementary schools,	Special schools,	Total.
G.O. No. 1167, dated 12th June 1946	63	..	..	..	..	63
G.O. No. 1879, dated 27th June 1950	634	82	3,577	611	72	4,876
G.O. No. 3124, dated 11th October 1949.	..	..	..	..	2	2
G.O. No. 1182, dated 16th June 1946	..	..	..	..	4	4
G.O. No. 77, dated 10th January 1950	..	..	..	2	..	2
G.O. No. 1878, dated 27th June 1950	381	..	178	1	..	560
G.O. No. 886, dated 26th April 1946	32	..	127	21	..	180
						<hr/>
					Total ..	5,787

Expenditure incurred in 1951-52.

	RS.
G.O. No. 1167, dated 12th June 1947	32,879
G.O. No. 1879, dated 27th June 1950	7,41,331
G.Os. No. 1882, dated 15th June 1946 and No. 3124, dated 11th October 1949.	131
G.O. No. 77, dated 10th January 1951	61
G.O. No. 1878, dated 27th June 1950	3,59,629
G.O. No. 886, dated 26th April 1946	17,614
G.O. No. 2504, dated 18th September 1951	1,315
G.O. No. 2493, dated 6th September 1950	61

R Hostels, Boarding Houses, etc.

Boarding houses and orphanages aided by Government.—Institutions which are primarily orphanages and which make suitable arrangements for the education of the inmates are admitted to aid. One of the important conditions of aid is that at least 50 per cent of the inmates in the orphanages should be certified free destitutes belonging to the State.

The number of such aided orphanages and boarding homes increased from 313 in 1946-47 to 352 in 1951-52 and the number of inmates receiving grants increased from 23,918 to 36,488. The amount of grant-in-aid given increased from Rs. 10.15 lakhs in 1946-47 to Rs. 18.12 lakhs in 1951-52.

Under rule 62 of the Grant-in-aid Code, the grant payable to an orphanage or boarding home for Indian destitute pupils as aid of boarding charges should not exceed 2/3rds of net boarding charges of the institution subject to the maximum limit for each certified free destitute pupil. Owing to the increase in the price of the foodstuffs, the maximum limit for each pupil was raised to Rs. 8 in 1946-47. This benefited only a small number of institutions in which boarding charges were high. In view of the high cost of living and because it was considered necessary to help all the managements to a reasonable extent the Government directed (G.O. Ms. No. 769, Education, dated 5th April 1948) that the basis of assessment of boarding grant be raised from two-thirds to three-fourths of the net boarding charges of the institution subject to a maximum limit of Rs. 8 a month for each certified free destitute pupil from 1948-49.

Grants were sanctioned on behalf of orphans and non-orphans, certified destitutes within the ages 6 to 18 in the case of boys and 5 to 18 in the case of girls.

Harijan hostels.—The Harijan Welfare Department continued to give financial assistance to the Harijan Sevak Sangam and other private bodies and individuals for the hostels and boarding homes conducted by them for the benefit of the pupils belonging to the Harijan and other eligible communities. Lump-sum boarding grants at the rate of Rs. 15 per pupil per month for 10 months in the year were sanctioned to such hostels. A sum of Rs. 20.01 lakhs was sanctioned to 504 Harijan hostels in 1951-52 for maintaining about 13,314 pupils residing in them during the year 1951-52.

School hostels.—During 1951-52 there were 210 hostels attached to Secondary schools with 17,201 boarders. Seventy-five hostels were attached to Training schools with 7,179 boarders.

Encouragement to authors—Poet laureates.—In G.O. No. 2627, Education, dated 9th December 1947, Government announced their decision to create poet laureateships, one for each of the

four regional languages of the Province, viz., Tamil, Telugu, Kannada and Malayalam, and one for Sanskrit. Under these orders the poet laureates are to be chosen once in five years, with the help of special committees for each of the five languages referred to above, from amongst those who are residents of Madras Province and belong to it. In G.O. No. 2536, Education, dated 6th October 1948, the Government appointed the necessary committees for the purpose. An award of Rs. 1,000 was made every year to the poet laureates who were selected during this quinquennium.

Poet Bharathi's works.—The Government with a view to make the songs and other works of the late Sri C. Subramanya Bharathi, the Tamil poet, available to the public at large, acquired in 1949 from Sri C. Viswanatha Iyer, Proprietor of the Bharath Prachuralayam all his copyright and other proprietary rights in the literary works and books of the poet, for a consideration of Rs. 15,000. Sri Viswanatha Iyer also placed at the disposal of the Government some of the manuscripts of the late poet's works. Sri A. V. Meyyappa Chettiar who had with him the entire rights of reproduction by gramophone, broadcasting and other sound producing devices, of the songs, works and compositions of the poet, conveyed as an absolute gift his rights to Government in 1949.

Registration of Books.—Office of the Registrar of Books was held by Sri N. Vinayakam Pillai during the quinquennium.

	1947-48.	1951-52.
Number of books registered under the Press and Registration of Books Act of 1867.	2,178	2,673
Number of periodicals registered	799	1,059
Total number of publications registered ..	2,977	3,732
Original publications	2,228	..
Re-editions	666	..
Translations	83	..

The City of Madras as usual led the other districts in the total number of publications registered.

An increase in the number of books was observed during the period while a fall was noticed in respect of books on 'Fiction.' A good percentage of books registered were books designed for educational purposes.

1946-47 .. 763 books or 34 per cent were designed for educational purposes.

1947-48 .. 729 books or 33 per cent were designed for educational purposes.

1948-49 .. 888 books or 38 per cent were designed for educational purposes.

- 1949-50 .. 1,305 books or 44 per cent were designed for educational purposes.
- 1950-51 .. 1,344 books or 47 per cent were designed for educational purposes.
- 1951-52 ... 1,209 books or 45 per cent were designed for educational purposes.

Necessary action was taken in respect of cases of default on the part of the keepers of printing presses who failed to comply with the provisions of the Press and Registration of Books Act. Publications of objectionable nature were promptly taken to the notice of the Government for taking necessary action against them. The tone and contents of most of the books registered during the quinquennium were unobjectionable and were intended to educate the public in the different branches of learning. Some publications which were phonographic in nature or which were likely to disturb the communal harmony of the State were also received and were taken to the notice of the Government for necessary action.

Necessary facilities were accorded with the sanction of Government to public institutions like the Tamil Valarchi Kazagam and the Telugu Basha Samiti by contributing certain old publications preserved in the library in connexion with the literary festival organized by them.

University publications.—Various research works conducted by the teachers and scholars in the Universities were published during the quinquennium. Further, many of the lectures delivered under the Endowment lectureships have also been published. Under the Scheme of the award of prizes for the encouragement of publications of modern works in the Indian languages many scholars and authors were benefited.

Publication of the magazine "The New Education".—G.O. No. 1693, Education, dated 24th May 1949, the Government constituted an Editorial Board with the Principal, Lady Willingdon Training College, Madras, as Editor for the publication of the magazine "New Education" ordered in G.O. No. 2753, Education, dated 3rd November 1948. The first issue of the journal was published in June 1949. The aim and purpose of this journal is (1) to be an exposition of the new outlook in education, (2) to provide thought for teachers on a higher level and deal with the doubts and problems, met with by teachers in their daily work, (3) to enable the storing of experience of teachers in working out new ideas and to publicise outstanding experiments in education, (4) to place before the public the more important and general orders of the Government on educational matters and (5) to recommend books for the guidance of Libraries.

S. Visual Education.

Recognizing the large and important part played by the visual appeal in the education of children, a scheme of visual education through motion pictures and other projected pictures has been introduced for the first time during the quinquennium in the schools.

Audio-visual aids to education are not new. Teachers have for years recognized the value of visual aids in the scheme of education. But the materials used in the past were mostly of simple types and their use was not always systematic or planned. Again these visual methods of communicating knowledge were not used as often as required, though the importance of pictures, maps, charts, models, etc., were realized. Gradually magic lanterns and equipment like 16 m.m. projector, came into use. Due to the advances made in printing, photography, mechanical and optical devices these aids have brought about a new phase in our schools.

Importance has to be paid to these aids because the world of the child is a sensory motor world. The child is interested in things that he can see, hear and touch. Audio-visual aids supply an adequate background of sensory experience that is basic to all knowledge. As a result of the recognition of the value of these aids, we have to-day a greater variety of these in the schools than ever before and they are greatly enriching school life and contributing much to the progress of education. Thus the introduction of visual education has been one of the most striking features in the new scheme of education. In the hands of a real expert the visual equipment may be expected to achieve results for better than by the ordinary and familiar means.

In the field of adult education also, this technique has established itself firmly.

Audio-visual aids now in use include not only the older aids like pictures, maps and charts but also the more modern aids like the projected picture, still or movie, and the radio.

Rapid advance in Madras.—From about the year 1930 magic lanterns were used in Secondary schools. Magic lantern lectures arranged by the Public Health Department were popular. War propaganda gave an impetus to the use of magic lanterns in many places. During the year 1945, an Ad hoc Committee was formed in the Madras City and it arranged for the grouping of schools so that standard size films might be exhibited in the local Picture houses in different parts of the City. The films consisted of educational 'shorts' distributed by the Information Films of India through the Madras Branch. Many of the pictures were produced by the Information and Publicity Department of the Government of India but the programme included also some British and American productions. Except for an occasional cartoon for variety, the subjects were wholly educational.

The scheme was favoured by many schools and it was recommended to Government for sanction.

The introduction of a scheme of visual education in secondary schools and colleges was approved in G.O. No. 2036, Education, dated 9th September 1947, as an interim arrangement (later it was extended to training schools in G.O. Ms. No. 185, Education, dated 29th January 1951) till the Government are in a position to take up the production of films for visual education and arrange for their exhibition through their own agency. Selection of films is of utmost importance. Hence it was laid down that the films to be shown in schools should be subject to recognition and approved by the Director of Public Instruction. A visual education Committee was to be constituted in every secondary school consisting of the Headmaster, an L.T. Assistant and (a) the first assistant -in the case of Government schools' or (b) the Commissioner of Municipal Council or (c) the correspondent or a member of the school committee in the case of schools under private management.

Up to a maximum amount of Rs. 45 was permitted to be incurred towards the charges for exhibition of educational films. A "show" ordinarily consisted of the exhibition of not more than four films representative of different subjects, the normal running time being about an hour.

The teachers of the particular subjects handling particular classes were required to attend the show. They were to make some introductory remarks before the show and give a resume after the show emphasising the important points brought out by the motion picture. Each institution was advised to enter into a contract with a firm of producers or exhibiting agencies recognized by the Director of Public Instruction for the exhibition of the films selected by the Visual Education Board for a period not exceeding one year. If schools had their own projectors and could operate them, they had only to hire films.

In G.O. No. 2036, Education, dated 19th July 1947 the Government approved the following conditions:—

(1) That a fee of Re.1 be levied from Middle School pupils and Rs. 2 from higher form pupils. Rs. 3 was allowed to be levied in colleges.

(2) Films shown should be recognized and approved by the Director of Public Instruction.

(3) Fees collected for visual education should be kept separately. These arrangements were in existence till March 1951. The private exhibitor, however, did not concern himself in anything except the Cinema shows. As the system did not work well and benefit the pupils, the Government revised the policy. With effect from the school year 1951-52 it was decided, that the Education Department should take over the sole responsibility of visual education through audio-visual aids and that the

Film Library Service should be rendered by the Central Film Library in the office of the Director of Public Instruction, Madras.

As a result of this decision, no licences were granted or renewed to private exhibitors.

In view of the vast strides taken in the field, it was considered that as far as the model equipment is concerned, each of our secondary schools should equip itself with a set of three instruments to be considered as the "minimum equipment" in the course of three years viz., 16 m.m. projector, a 35 m.m. film strip projector and a radio. The supply of these at special concessional rates was arranged for the schools. The equipment was bought out of the savings in the Special Audio-Visual Education Fee Fund of each school. In some cases the managements also helped the institutions financially in purchasing them.

The supply of these useful but more expensive items of equipment received special attention inasmuch as the older type of equipment like maps, charts, etc., were already familiar and were also widely used in the class rooms. Special emphasis has been laid on the condition that the teacher should use these aids in the class-room to supplement his lesson, to serve as "tools" for him along with the older devices. The cinema projector with its silent films and the radio with its class room programmes in the regional languages have proved the two ideal aids to the teacher in the class-room.

Equipment.—At present out of the 1,400 odd Secondary Schools in the State, about 300 are equipped with 16 m.m. projectors while 90 secondary schools are equipped with 35 m.m. film strip projectors. So far as radios are concerned there are about 500 institutions owning radios and they are in the different parts of the State.

Educational Broadcasts.—At present there are school programmes only in Tamil, Telugu and English. It is however expected that programmes in Malayalam and Kannada will also be broadcast shortly in the State by the All-India Radio. The suitability of the school programmes of the All-India Radio is also receiving special attention. The representatives of the Education Department and educationists of this State are closely associated with the arrangement of educational broadcast in the State.

Central Film Library.—There is an excellent Central Film Library in the Director of Public Instruction's Office, which is supplying the films and the film strips for the use of educational institutions, under prescribed terms and conditions. The hire charges are nominal and the system of hire has become very popular. With reference to the latest figures, it is found that as many as 95 films were sent for hire on a single day, while the average figure is 60 per day. The figures will increase as more and more projectors start working in the schools. The Central Film Library has now about 1,000 educational films and about 600 film strips. The library is being

enlarged to meet the demands of the educational institutions. During the year 1951-52 about 8,000 films shows were given in schools with the films obtained from the Central Film Library. Films were also shown at a large number of teachers conferences held in the different parts of the State.

Besides films and film strips, projectors, screens and other audio-visual aids such as the epidiascope, wire recorders, etc., have also been purchased for the Central Film Library. So far, this is one of the best libraries of educational films in India.

Film libraries for schools.—It is also the policy to encourage such of the schools as can afford to maintain them to start film libraries of their own, meeting the cost out of the collections, i.e., the Audio-Visual Education Fund. In the course of time it may be possible for some schools to maintain such libraries which may lend films to other schools in the area on such terms as are fixed by the Education Department.

The cinema projectors in the schools are mostly operated by the class teachers. Periodical training courses were run by the Education Department for training teachers in the handling of audio-visual equipment.

It was realized from the beginning that the availability of audio-visual equipment cannot alone guarantee the success of the scheme. Co-operation between the class teachers and the Committee in charge of the film shows is required to be established. The aim of visual instruction is not allowed to be defeated by ignoring the educational aspects. The teachers are required to prepare the minds of the pupils before the show starts and satisfy themselves that the pupils have really benefited by the performance. Teachers have come to realize that the films shown are real educational aids for clarifying and emphasising salient features of lessons presented or lecturers given in class-rooms.

Training courses for teachers in audio-visual education.—Training courses of four days' duration were conducted during the quinquennium for teachers in audio-visual education in various centres at which teachers were trained. Besides, teachers were trained in the Central film library in the handling and maintenance of visual equipment, such as 16 m.m. projectors and 35 m.m. projectors.

Particulars regarding the number of courses and teachers trained during the quinquennium are given below :—

Year.	Number of courses for Audio-Visual aids.	Number of teachers trained.
1947-48	Nil.	
1948-49	Nil.	
1949-50	One	20 (Twenty).
1950-51	Three	62 (Sixty-two).
1951-52	Four	81 (Eighty-one).

Audio-visual aids for adults.—The State has provided audio-visual aids for adults also. There are 200 films in the Central Film Library for Adult Education purposes and these are constantly made use of in connexion with the adult education programme of the State, particularly in conjunction with the mobile vans. There are five such vans in use by the Education Department. Each van is equipped with a 16 m.m. projector along with other equipment including a radio. The vans are located in different parts of the State and are constantly on the move. These have been put under the charge of special officers. The vans have proved to be useful to the Adult Education Movement.

CHAPTER XII.

CULTURAL DEVELOPMENT AND INTERNATIONAL ACTIVITIES.

(a) Types of overseas scholarships.

Under the Government of India Overseas Scholarship Scheme, the State and the Central Government meeting the expenditure on a 50 : 50 basis, 50 scholars each were sent to United States of America and United Kingdom during the years 1948 to 1951. Most of them studied Engineering and Technological subjects. A few had training in Medicine, Teaching and Humanities.

Besides allowance for tuition, books and appliances, medical expenses and for tours, the scholars were paid a maintenance allowance of £30 per mensem if in the United Kingdom—raised to £33-1/3 for Oxford and Cambridge and 160 dollars if in the United States of America.

Officials—(1) *Education Department*.—Selected lecturers from the Madras Educational Service and Madras Educational Subordinate Services were sent for post-graduate study.

(2) *Agriculture*.—One Officer was deputed for a short period of two months to Trinidad and Jamaica to get acquainted with the methods of banana research.

(3) *Medical*.—Four men and one woman were sent to England on deputation terms during 1949-50.

(4) *Co-operation*.—Two officers were deputed in 1949-50 for study in Agricultural Farm Credit, Administration of Agricultural Co-operation, Marketing, Industrial Co-operation, Co-operative Educational Propaganda, Consumers' Co-operation, Co-operative Dairying and Farming. They visited the United States of America, Canada, United Kingdom, Denmark, Switzerland, Sweden and Norway.

(5) *Animal Husbandry*.—Three officers were sent in 1949-50 on deputation terms—one to the United States of America, one to the United Kingdom and another to France.

(6) *Prisons*.—The Chief Probation Superintendent, Madras, proceeded on a United Nation Fellowship for six months to the United States of America to study Social Welfare Activities.

(7) *Andhra University*.—Five officers were deputed in 1949-50 as indicated below :—

Science.—Two to the United Kingdom and one to Sweden.

Technology.—One to the United States of America.

Commerce.—One to the United States of America.

A good number of the teachers in the Universities were recipients of foreign deputation scholarships awarded by the Government of India and foreign bodies such as the United States

Educational Foundation, the British Council and the Australian Government.

Besides giving necessary facilities to the deputationists and awarding to some teachers deputation scholarships or fellowships instituted in the University by private bodies, the Andhra University deputed abroad some other teachers incurring expenditure from its own funds.

This deputation programme helped the Universities in training their teachers in highly specialized fields of study in the several branches of Science and enabled them to start or organise specialist post-graduate courses in the Applied Sciences.

As many as 29 students proceeded abroad for further studies during 1951-52. Six of them proceeded to the United States of America and 16 to the United Kingdom as per details given below :—

	United Kingdom.		United States of America.	
	Men	Women.	Men.	Women.
Medicine and Veterinary	4	..	5	1
Agriculture	1	..	..	..
Science	5	..	..	..
Arts .. .. .	..	1	..	..
Statistics	1	..	..	..
Education	3	..	..	..
Fine Arts	1	..	..	..

Four others went to Canada and three to other North American and European countries.

(b) *U.N./U.N.E.S.C.O. Fellowships.*

The Reader in Psychology in the University of Madras was awarded a Travel Fellowship by the United Nations for observing Child-Welfare and Guidance Centres and visiting Psychological clinics in the United States of America in 1948.

International and Cultural activities.—The Vice-Chancellor of the Andhra University attended the Congress of the Universities of the British Empire at the University of Oxford as well as the preliminary and informal conference of the Heads of the Universities in the Commonwealth held at Bristol. The Vice-Chancellor of the Madras University attended many international conferences. Other delegations attended international meetings of academic bodies like the International Botanical Congress, International Geographical Union, Institute of Commonwealth Studies, London.

Apart from these, teachers of the Universities were deputed to the various conferences, seminars, symposia, etc., held within India. Some of these conferences were the Indian Science Congress, Indian Academy of Sciences, Conference of Chemical Engineers,

Indian History Congress, Indian Economic Conference, All-India Commerce Conference, Indian Philosophical Congress, Indian Mathematical Conference, All-India Pharmaceutical Conference, Indian Conference of Social Work, Indian Political Conference and South East Asia Teachers' Seminars.

(c) *Fulbright Technical Assistance Programme, etc.*

Fulbright travel grants were given in all fields of study. These were granted only to those who had already secured admission to an American University.

Full scholarships including Travel expenses (Smith-Mundt) were given to candidates who had a first-class Master's degree with two years professional experience. These scholarships were offered only in the Humanities, Social Sciences and Pure Sciences and not in the Applied Sciences, Technology and Medicine.

Technical training programme with American aid was handled by the Government of India with the Technical Co-operation Administration (Permit Form). They were not handled separately in this State or by the Madras Education Department.

(d) *Seminars, Symposia, etc.*

The South Indian Adult Education Association conducted a Seminar in April 1951 at Adyar. The Government of India sanctioned a grant of Rs. 5,000 and the State Government Rs. 1,000 towards the conduct of the course.

Provincial Headmasters' Conference.—A Madras Provincial Headmasters' Conference was held in Madras at the Christian College School on the 28th and 29th December 1949.

Owing to the unavoidable absence of Sri K. Kuruvilla Jacob, Sri S. Natarajan, President, South Indian Teachers' Union, presided. Sri K. Madhava Menon, Minister for Education, opened the conference.

The conference was held to acquaint the Headmasters of the State with the implications of the Reorganized Scheme of Secondary Education and also offer suggestions to the Department in the matter of testing, and recording the progress of pupils in school activities. Papers were read on Audio-Visual Education, School Organization and Discipline, Projects in Schools, Citizenship Activities, etc., followed by discussion. No resolutions were passed by the conference which was intended to give an opportunity for all Heads of Secondary Schools to compare notes and understand the implications of the Reorganized Scheme.

Seminar on Social Studies.—A Seminar on Social Studies was conducted at the Y.M.C.A. College of Physical Education, Saidapet, from 30th September to 2nd October 1950. Mr. S. Govindarajulu Naidu, the then Director of Public Instruction, Madras, delivered the inaugural address. The Hon'ble

Sri K. Madhava Menon, the then Education Minister, presided. Dr. Miss J. Forrester delivered a lecture on the "Aim of Social Studies".

The South India Teachers' Union set up four sub-committees. Questionnaires on different aspects of Social Studies were sent out by the sub-committee to all the schools in the Presidency. Over 300 replies were received. Working papers based on those replies were prepared. The working papers were chiefly on the following four topics :—

- (1) practical activities ;
- (2) methods of teaching Social Studies and equipment ;
- (3) critical review and evaluation of the syllabus ; and
- (4) testing and recording.

These working papers formed the basis for discussion at the above four groups during the Seminar. The discussions proved most helpful, and the value of the subject "Social Studies" as an essential part of the curriculum was assured. Delegates who gathered from the different parts of the State returned greatly helped by the new perspective and significance of the subject and its potential value in building up good and lasting attitudes in the pupils. Rev. D. Thambuswami was the Director of the Seminar.

Committee on tests and records in schools.—In 1947 a committee was set up to consider the system of school records of pupils' attainments in the light of the Reorganized Scheme of Secondary Education. The committee drafted a form of cumulative record, which would include the pupils' attainments in the several subjects of the curriculum and the skills attained in the various practical activities as also a note regarding the personality traits.

The committee recommended the establishment of a bureau for constructing reliable and objective achievement tests for the different units of the curriculum and also objective standards in respect of attainment of skills in the crafts chosen.

The State Educational Conference, 1947—52.—The South India Teachers' Union organized annually an Educational Conference, where subjects of importance were considered by the delegates representing all parts of the State.

In 1947, the conference was held in Madras under the chairmanship of Sri T. T. Krishnamachariar, now Minister for Commerce and Industries, New Delhi. The conference considered a Seven-Year Plan of Education, though the conference was greatly pre-occupied with the revision of the salary scales.

In 1948, the conference met at Kurnool under the presidentship of Rev. Fr. Jerome D'Souza, S.J. It considered several types of school activities—curricular, co-curricular and extra-curricular.

In 1950, the Conference met at Devakkottai under the Presidentship of Dr. R. M. Alagappa Chettiar. It divided itself into four sections—Basic, Secondary, University and Administration.

The University section examined the Report of the University Education Commission. The Basic Education section considered the various aspects of Basic Education, such as self-sufficiency, co-relation between activity and learning, books for Basic schools. The Secondary Education section discussed the desirability of extending the secondary school stage by a year and also the question of co-ordination of activities with reference to Citizenship and Social Studies. The section on Administration considered the organizational aspect of utilizing the educational broadcasts and of using the films in the class rooms.

In 1951, the Conference met at Madurai, and Rev. Fr. T. N. Sequeira, S.J., presided. It had the same four sections as in the previous year.

Literature in Basic schools and Basic schools as centres of social services were considered at the Basic Education section. The Secondary Education section considered the following :—

- (1) Refresher courses for teachers.
- (2) New type tests.
- (3) School libraries.
- (4) Diversified courses.
- (5) Health of secondary school children.

The University Education section considered the place of English in University education, medium of instruction in colleges, University and social service, financing University education and moral and religious instruction.

The section on Administration and Organization discussed at length the organization of co-curricular activities and of the multi-purpose schools. In 1952, the Conference was held at Peelamedu, Coimbatore, and Dr. R. K. Shanmugham Chettiar presided.

The Basic Education section had a frank discussion on the experience of working Basic schools.

The Secondary Education section discussed the use of Basic English and also the problem of school discipline.

The University Education section devoted attention to the alignment of standards between high schools and colleges and grants to University education.

The section on Administration and Organization considered (1) the question of selection and training of teachers, (2) educational finance and (3) democracy in administration.

Education Week Celebrations.

The South India Teachers' Union, in co-operation with leading associations interested in the promotion of education, organized an Education Week annually in the month of October. The main purpose of the Week was to interpret the schools to the people. The programme for each Week was built round a central theme. The programme included lectures, exhibitions and demonstrations.

Central themes, 1947—52.

1947	..	Education in Free India.
1948	..	Social activities and school life.
1949	..	Education and citizenship in Free India.
1950	..	Children—Our Nation's wealth.
1951	..	Children—Our hope.
1952	..	Children—Our citizens of to-morrow.

CHAPTER XIII.

GENERAL ESTIMATE AND CONCLUSION.

The first five years of Free India released a great social wakening in the Madras State also. There was considerable enthusiasm for educational expansion and for increasing educational facilities. Every village wanted a school and villagers were prepared to contribute their mite to find a school. Local boards were pressed upon by incessant demands to satisfy all local needs in education. Figures given in Chapter I (f) show the progress achieved in this direction.

Basic education was accepted as the Government's policy in Elementary Education during this period, and introduced to a small extent. It came to be realized more and more that in the education of the masses mere book learning is not enough but a practical training for a clear, healthy, useful and co-operative living was essential.

A great attempt was made to carry these new values to Secondary Education also. The Reorganized Scheme of Secondary Education introduced in 1948 was a comprehensive approach to the problems of post-primary education. The introduction of craft teaching, citizenship training, bifurcated courses, social studies and a well balanced scheme of language studies were the unique features of the reform. A good deal of emphasis was placed on practical activities, the introduction of hobbies and the provision of audio-visual aids for teaching. National Cadet Corps also came to be introduced.

Universities and colleges started a large number of new courses to meet the requirements of trained personnel for trade, commerce, industry and the public services in the country. Research projects were taken up on a much wider scale.

Technical and professional education expanded considerably and new institutions were started. Tackling the mass illiteracy problem in the country was attempted. The objective to make the masses literate and give them the knowledge necessary for efficient citizenship met with partial success. Public Library Service was widened and a Public Libraries Act was put into the Statute book.

On the expenditure side also there was considerable expansion as a consequence of the increasing facilities provided. More schools were started, new courses introduced, new schemes launched, salaries of teachers were increased and more buildings and equipment provided from an increased educational budget.

Expenditure was also incurred for aiding more nursery, kindergarten and Montessori schools and for starting more schools for the defectives and the handicapped. Schools for aesthetic education received encouragement. Backward communities, Scheduled Classes, tribal people and refugees were given educational concessions. Physical education, Scouting, Guiding and Junior Red Cross were given greater recognition. Orphanages and Harijan hostels were given increased grants.

The problem of keeping up the quality and standard of the education that was imparted remained acute. Scarcity of trained teachers, the apathy towards compulsory Elementary Education and lack of adequate buildings and equipment were difficulties that had to be encountered. The tendency to sacrifice the broader and social values of education for the sake of numbers, for economy and for public examination results, was noticeable in certain quarters.